

TWENTY-NINTH ANNUAL REPORT
OF THE
Department of Education
OF THE
PROVINCE OF ALBERTA

1934

PUBLISHED BY ORDER OF THE LEGISLATIVE ASSEMBLY



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Edmonton, December 31st, 1934.

To His Honour

WILLIAM LEGH WALSH,
Lieutenant Governor of the Province of Alberta.

SIR:

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1934.

I remain, Sir,

Your obedient servant,

PERREN BAKER,
Minister of Education.

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Edmonton, September 31st, 1934.

THE HONOURABLE PERREN BAKER,
Minister of Education.

SIR:

I have the honour to submit herewith the Report of the Department of Education for the year 1934. It contains reports from the Deputy Minister, Supervisor of Schools, Chief Inspector of Schools, Director of Technical Education and Principal of the Institute of Technology and Art, the Normal School principals, Secretary of the Department, Registrar, Statistician, Chief Attendance Officer, and Managers of the School Book and Building Branches. A report of the Board administering The Education of Soldiers' Children Act is also included. The statistics dealing with the attendance of pupils at the public, separate and private schools of the Province are for the school year commencing July 1st, 1933, and ending June 30th, 1934. The financial and departmental reports refer to the year ending December 31st, 1934.

I have the honour to be, Sir,

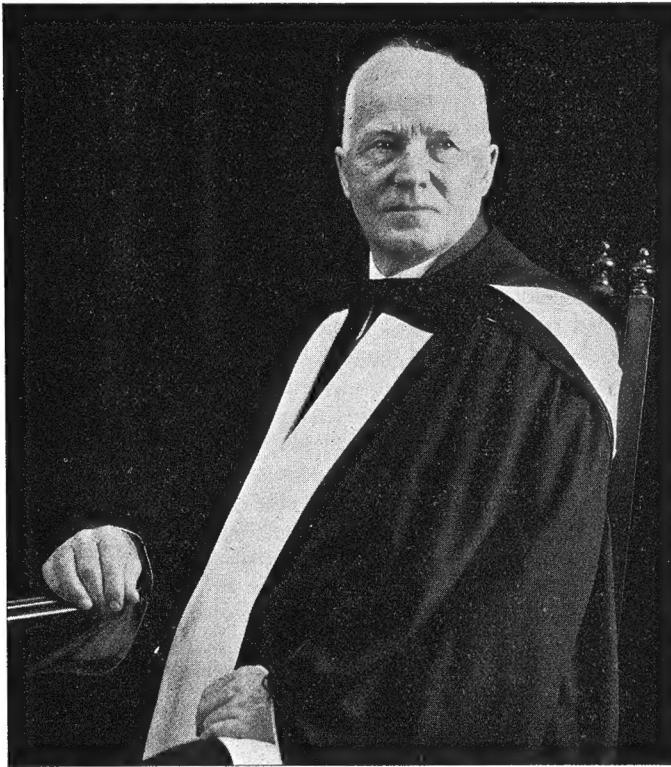
Your obedient servant,

G. W. GORMAN,
Deputy Minister of Education.

Deputy Minister Retires

On October 10th of this year, Dr. John T. Ross, Deputy Minister of Education for Alberta since September 5, 1917, retired from the service of the Government.

Dr. Ross was born at Wawanosh, Huron county, Ontario, on February 7, 1864. He completed his elementary school training in 1877, and thereafter worked for eleven years on his father's farm. He then decided on a change of vocation, and spent three years in high school study at the Clinton High School and the St. Catherines Collegiate Institute. In the fall of 1891 he entered the University of Toronto, where he took the first year course in Honor Mathematics.



JOHN T. ROSS, B.A., LL.D.,
Deputy Minister of Education, 1917-1934.

Then, like many another aggressive young man from Ontario, he answered the call of the West. In 1892 he qualified as a teacher at the Winnipeg Normal School, and began teaching in the Glenlea School, twenty miles south of Winnipeg, where he remained until October, 1894. During the next three

years he completed the course for the B.A. degree at the University of Manitoba, and taught at Wetaskiwin, Alberta, from May 28, 1895, till June 30, 1896.

Equipped with a university degree, Dr. Ross taught for a time at Moosomin, Saskatchewan, and then fulfilled the requirements for a first class teacher's certificate by attending the Regina Normal School. He then served as principal of the school at Cardston, Alberta, until March, 1900, when he went to Cranbrook, B.C. Within a few months he returned to Cardston at an increased salary, where he remained until he was appointed principal of the Edmonton schools for the first term of 1901. From Edmonton he went to Dawson City, Y.T., as Superintendent of Schools and Inspector of Indian Schools.

On April 19, 1906, Dr. Ross entered the service of the Alberta Government as Inspector of Schools in the Strathcona Inspectorate. On October 5, 1908, because of the necessary absence of the Deputy Minister of Education from the Province, Dr. Ross was appointed Acting Deputy Minister, and served in that capacity for six months; and on May 1, 1909, he was appointed Chief Inspector of Schools and Registrar. On September 5, 1917, he was appointed Deputy Minister of Education.

Dr. Ross was a pioneer in Western Education. The wide range of his practical experience and the extraordinary tenacity of his memory for facts put at his command an intimate knowledge of educational administration during the period of transition in education from the Territorial to the Provincial status. His rugged physique and unlimited capacity for work, his firmness of purpose and strength of character, his loyal devotion to the Department, and his forceful though affable personality have enabled him to leave his mark on every branch of the educational service. In the history of Alberta education the name of "John Ross" will never be forgotten.

Dr. Ross has served as President of the Canadian Educational Association. In 1930 the University of Alberta, in recognition of his long record of faithful and distinguished service, conferred upon him the honorary degree of Doctor of Laws. May he long be spared to enjoy his well-earned rest.

REPORT OF THE DEPUTY MINISTER

The Province of Alberta is now in its thirtieth year, and it seems fitting to make some reference to the progress in education since of the 1st day of September, 1905, when the new Province came into being. At that time there were 602 organized school districts within the established boundaries of Alberta, and by the Alberta Act the School Ordinance, as developed under the North-West Assembly, became the School Law.

Hon. A. C. Rutherford, B.A., LL.D., M.P.P., was the first Minister of Education, and Mr. D. S. MacKenzie the first Deputy Minister. There was an office staff of eight, one of whom, namely, Mr. M. M. O'Brien, is still in the employ of the Department, in the capacity of Secretary. Mr. G. F. McNally, M.A., Supervisor of Schools, next longest in the service, completed this year twenty-five years with the Department of Education.

In 1910 Hon. C. R. Mitchell, B.A., B.C.L., M.P.P., became Minister of Education, and his successors in that office were Hon. J. R. Boyle, K.C., M.P.P., 1914 to 1918; Hon. Geo. P. Smith, M.P.P., 1918 to 1921; and the Hon. Perren Baker, B.A., M.P.P., the present Minister, who assumed office in 1921.

When Mr. D. S. MacKenzie relinquished the office of Deputy Minister in 1917, after twelve years of service, he was succeeded by J. T. Ross, B.A., LL.D., a pioneer in educational work in the Canadian West. A fine scholar and outstanding teacher, he had already been in the service of the Government for eleven years as a School Inspector and as Chief Inspector of Schools. He served as Deputy Minister faithfully and well for seventeen years, and when he retired last fall to enjoy the freedom of well earned leisure, this Province lost the services of one of its most zealous and capable servants. On January 1, 1935, His Majesty the King recognized the services and worth of Dr. Ross by decorating him with the Order of the British Empire.

The announcement in May last of the passing of Mr. F. S. Carr, B.A., was received with genuine regret. He taught successfully in Alberta for many years before receiving his appointment as Inspector of Schools in 1919. At the time of his death he was in charge of the Medicine Hat Inspectorate. He was held in the highest esteem in all parts of the wide area under his jurisdiction, and his many contributions to education are of real and lasting value.

A GOOD YEAR

The year which has just closed was marked by steady if unspectacular progress. Thirty-three new school districts were set up. Building operations may be regarded as a reliable index of material expansion of a measurable kind, and the substantial improvement in this field affords ground for optimism. During the year thirty school buildings were erected by voluntary effort of the residents, while thirty-four other buildings were constructed by regular contract. This is exactly double the number of schools erected in the previous year. The total value of the schools built by contract was \$71,879, showing a marked increase over 1933.

SCHOOL DISTRICT FINANCES

During the year the total expenditure of all school districts was reduced by over a million and a half dollars, viz., \$1,575,969. The total liabilities of all districts, including debenture indebtedness, was reduced by \$175,423. On the other hand, the total assets of school districts increased by \$371,614. The excess of assets over liabilities in all our schools at the close of the year was \$19,358,778, an increase of \$547,037 over last year. Boards of trustees are to be commended for their satisfactory administration of the business of their districts under the trying conditions which have obtained generally.

COST OF EDUCATION

The average cost per pupil of educating all the children enrolled in all of the schools during the year 1933-34 was the lowest since 1919, namely \$55.03. On the basis of daily average attendance, the cost for the year was the lowest since the Province was established, being \$66.80. This is accounted for partly through reduction in outlay for school services, but more directly by improved attendance. The more regular the attendance, the lower the daily average cost per pupil becomes, as a larger number of pupils is served by a fixed expenditure. The average monthly percentage of attendance of the children in the schools has shown a steady improvement from year to year from the figure 82.5 in 1918 to 88.69 in 1933. During the last year there was a further increase of 1.49, bringing the average monthly percentage of attendance for 1934 to the gratifying figure of 90.18.

SALARIES OF TEACHERS

The expenditure on teachers' salaries for the year was \$5,734,956. This is almost exactly half the total expenditure on schools for all purposes. During the decade 1923-24 to 1933-34 the average salary paid in the rural schools of the Province has dropped from \$1,046.17 to \$738.29, the latter being the average salary paid to rural teachers for the year ending December 31, 1934, a very high average when compared with those of other provinces of the Dominion.

OPERATION OF SCHOOLS

The number of schools reported to be in operation during the year 1934 was 3,766. There were 5,782 rooms in operation, with 172,040 pupils enrolled, an increase of 595 over the previous year. Of these, 2,917 are one-room school districts with enrolment of 66,455 pupils. The period of operation has shown a steady increase. In 1905 the average length of the school year was only 174.4 days, whereas in 1932-33 it was 192.7 days. During the past year over 97% of the schools operated more than 160 days. Twenty years ago 32.4% of all our pupils were in Grade I and only 4.09% in high school grades. For the past year the figure was 13.4% in Grade I and 17.58% in high school grades. The percentage of the total enrolment in high schools is four times as high as in 1915. Inasmuch as the cost per pupil in the high schools is at least twice as high as for the elementary school, it is plain that because of this circumstance alone a much larger budget per pupil is required for our schools than was the case twenty years ago.

SURVEY OF RURAL EDUCATION

In April, 1934, a committee was appointed to make a comprehensive survey and study of education in the rural districts of Alberta and report its findings and suggestions at the next session of the Legislature. The members appointed were: Hon. Perren E. Baker (Chairman), Messrs. Hector Lang, W. E. Payne,

J. Mackintosh, C. L. Gibbs, G. B. Walker, A. G. Andrews, C. A. Ronning, I. Goresky, and R. M. McCool. Consequent upon the death of Mr. C. L. Gibbs, Mr. A. L. Smeaton was appointed to fill the vacancy on the committee. Meetings were held in June, July, October, November, and January last. Submissions and recommendations were made to the committee by many organizations and individuals, and a report was prepared for presentation to the Legislative Assembly.

COURSES OF STUDY

The greatness of the Province will ultimately be determined by the type of education we provide for all the people within our borders, more especially children, and the creating of an atmosphere within our schools that will serve well childhood, youth and manhood.

Every child is entitled to the groundwork of a thorough education. It is highly desirable that irrespective of accidents of birth, or isolation of residence, every child should enjoy access to the higher forms of education as well. A persistent effort is being made to realize these aims.

Emphasis in education has been placed upon the means of livelihood for the worker and the proper enjoyment of leisure time. The changes through which our economic structure has been passing indicate the need for a coalescing of this dual emphasis. The gulf between making a livelihood and enjoying leisure hours, between industry and culture, is sensibly decreasing.

Education is not a means of livelihood—it is a means to life. Our objectives have possibly been based too much upon the need for obtaining a living. The result is that many who have failed even to make a living may endure as well a mentally starved existence while the richest fields of their spiritual life are lying uncultivated.

Mental attainments, subjects taught, and methods employed are means rather than ends. Greater stress must be laid on the cultivation of personal and social character. The supreme motives in any system of education are character building and the enjoyment of a full life.

Education is not a forced growth in the classroom period of childhood, but is rather a self-developing process, a living of life in wholeness and fullness, and the process is continuous and lifelong. This view of education does not aim at prematurely burdening the child with the tasks of manhood, but rather aims to develop at each stage the potentialities of that period. The aim of the school is to develop a habit of study and an inclination to practise it. This implies an interest. This interest is the germ implanted by the school. Without this germ of potential interest, growth cannot take place. Education is thus not merely a matter of school years; it is a life process.

Committees now at work on the revision of courses for both elementary and secondary schools are impressed with the need for a new approach both in subject-matter and method. It is confidently expected that in the near future the reports of the revising committees will be available for consideration. The new series of Readers will go into use in all elementary schools in September next.

TRAINING AND SUPPLY OF TEACHERS.

The academic and professional standing of teachers is definitely improving. In 1918, out of 5,652 teachers in the Province, no fewer than 1,086, or 19.2%, were teaching on "permits." Ten years ago 25% of the graduates of our Normal Schools were granted first class certificates, while 62% obtained second class standing. Last year there were more first class certificates issued than

second, the proportion being 51% and 40% respectively. If the present trend continues there is little doubt that eventually all candidates for a teaching certificate will have a minimum academic standing of graduation from Grade XII. There are no figures available as to the number of unemployed teachers, but the proportion is no doubt regrettably large.

PROBLEMS REQUIRING SOLUTION

One of the most pressing problems facing educational authorities today, not only in Alberta, but throughout Canada, is that of providing equal opportunity to all, and distributing the burden of school costs in an equitable manner. At the present time one out of every three people in urban communities is at school, whereas in rural communities only one out of every five is so employed. The average pupil load in the rural school is 23, while in the urban school it is 40. This means that it requires at least one and one-half teachers in a rural classroom to do the work of one teacher in the urban district. In half of our rural schools there is no definite and satisfactory provision for secondary school education. In some of the cities, school costs have continued to mount till today thirty cents out of every dollar raised by taxes goes to the support of education. The matter of providing adequate educational facilities for all pupils regardless of their location in the Province, and the question of financing the burden for both urban and rural communities in a more equitable manner, are problems of considerable magnitude which suggest that reforms are needed both in the means of financing our schools and in the methods of administration. Another need associated with the two reforms mentioned above is the necessity for more definite and concise supervision and direction of the work of our schools, particularly those in rural communities.

I have the honour to be, Sir,

Your obedient servant,

G. W. GORMAN,
Deputy Minister.

REPORT OF THE SECRETARY OF THE DEPARTMENT

(M. M. O'BRIEN)

During 1934 the Department of Education made the necessary arrangements for the education of the Alberta deaf and blind children in schools for such children in other provinces. A total of 77 deaf children and 18 blind children were sent to these special schools, the deaf being sent, as in former years, to the Manitoba School for the Deaf at Winnipeg, the British Columbia School for the Deaf and Blind at Vancouver, the school for deaf boys at Montreal, and the school for deaf girls at Montreal. During the year 66 pupils attended the Manitoba School for the Deaf at Winnipeg, four boys attended the school for deaf boys in Montreal, four girls attended the school for deaf girls in Montreal, and four boys attended the school for deaf and blind in Vancouver. During the June term there were 55 pupils in attendance at Winnipeg. At the close of the term seven pupils had finished their courses and did not return for the December term. Eleven new pupils commenced when the school opened in October, one of these being a pupil who had formerly attended in Vancouver. Of the eight deaf pupils who were attending school in Montreal during the June term, one boy and one girl completed the course. The other three boys and three girls are still in attendance. At Vancouver four pupils attended during the June term, but one of these transferred to Winnipeg for the December term. At the end of the year, therefore, there were 68 deaf children in attendance at school, and of this number there were 37 boys and 22 girls at Winnipeg, 3 boys and 3 girls in Montreal, and 3 boys in Vancouver.

There were 18 blind children in attendance at school during the year, 16 at the Ontario School for the Blind at Brantford, one at the British Columbia School for the Deaf and Blind at Vancouver, and one at the school for the blind in Montreal. Three of the pupils who were attending the Brantford School completed their courses and did not return, and the Montreal blind student completed his course during the first term. Three new applications on behalf of blind students were accepted, and these students proceeded to Brantford for the opening of the school in September. At the end of the year, therefore, there were 13 Alberta blind children in attendance at Brantford and one at Vancouver.

Owing to the fact that Manitoba shortened the school year, as well as the more favourable terms secured, the cost per pupil at Manitoba is materially reduced. This is reflected in the total amount, \$40,854.32, expended for the education of the deaf and blind for the fiscal year ended March 31st, 1934.

As in former years a grant of \$5,000 to the Canadian National Institute for the Blind was made by the Legislature. This grant was paid through the Department of Education. The amount was divided equally between the two Alberta committees, the Northern Alberta Committee with headquarters in Edmonton, and the Southern Alberta Committee with headquarters in Calgary. Regular monthly reports showing expenditures to assist the adult blind were made by the Institute, and these reports indicated that the services to the blind were maintained by the Institute with a total expenditure for the year ended March 31, 1934, of \$11,959.94.

SPECIAL CLASSES

Two sight-saving classes were conducted in the Province, one in Calgary and one in Edmonton. In the Calgary class there were seventeen pupils enrolled, and in the Edmonton class sixteen pupils. In the city of Calgary there were

seven rooms for sub-normal pupils, six conducted by the public school board and one by the separate school board. The number of pupils enrolled in these seven rooms totalled 126. Special grants to the eight rooms for special classes in Calgary amounted to \$6,046.52. In Edmonton there was also one room for sub-normal children, with an enrolment of fifteen. The grant paid to the two special rooms in Edmonton totalled \$2,000.

LOANS TO NORMAL SCHOOL STUDENTS

Although no loans have been made to Normal School students for a number of years, there is a considerable balance still outstanding on the accounts of teachers who obtained loans when attending Normal School. During the year there was collected on these loans \$80,080.48 principal and \$12,732.44 interest. One hundred and thirty-seven teachers closed out their accounts during the year and 429 teachers made payments against their accounts. The balance outstanding on these loans as of December 31st, 1934, was \$134,683.06 principal and \$15,662.77 interest.

LOANS TO SCHOOL DISTRICTS

No direct loans were made by this Department to school districts during 1934. On the recommendation of the Tax Consolidation Board, the loan account of one district was written down, the amount written off totalling \$2,916.61. During the year there was collected on the principal of these school district loans \$4,909.18 and \$3,373.95 interest. Eight school districts closed out their accounts and thirty-one districts made payments against their accounts. The balance outstanding against school district loans as of December 31st, 1934, was \$334,164.77 principal and \$164,047.42 interest.

OFFICIAL AUDITORS

For the year ended December 31st, 1934, there were 875 official auditors appointed to audit the books and accounts of school districts. The reports received from these auditors were, generally speaking, quite satisfactory, and while in a number of cases shortages in the accounts of treasurers were shown, the number was not great, but the money involved was considerable. In addition to minor adjustments that were taken care of by the treasurers themselves, some fourteen claims were submitted to the bond companies for adjustment. The bond companies paid on the claims submitted \$3,484.84, and there are three claims still pending, two of which are quite small, but one of which will probably involve payment by the bond company of the maximum amount of the bond, \$1,000.

REPORT OF THE BOARD ADMINISTERING THE EDUCATION OF SOLDIERS' CHILDREN ACT

(M. M. O'BRIEN, *Secretary*)

An appropriation was again made by the Legislature to assist in the education of soldiers' children in accordance with the provisions of The Education of Soldiers' Children Act. The board appointed to administer this Act had the same personnel as in 1933.

It was found that whereas during the fiscal year 1931-32 there were 159 students receiving assistance and the Board made provision for a somewhat similar number of students in following years, yet due to the fact that there were but 119 students receiving assistance during the fiscal year 1932-33 and 127 students receiving assistance during the fiscal year 1933-34, the amount

expended during this last fiscal year was less than in former years, the amount so expended being \$7,562.38. It might be noted here that there is a considerable fluctuation from year to year, as at the end of 1934 some 174 students were receiving assistance under the provisions of this Act.

Statistics for the year are as follows:

The number of students who received awards was 127, and the following table gives the details of the different courses followed by the students receiving awards:

	Boys	Girls	Total
1. Technical Courses	14	8	22
2. High School (Academic)	25	46	71
3. High School (Commercial)	6	22	28
4. Agriculture	4		4
5. Domestic Science		1	1
6. Nursing		1	1
	49	78	127

REPORT OF THE SUPERVISOR OF SCHOOLS

(G. FRED McNALLY)

Early in January the committee representative of the Western Provinces met in Toronto to discuss with the publishers the final revision of the Readers which had been recommended by the committee some months before. The new series will consist of seven books, two for the first grade and one for each grade thereafter. The production of the books was completed during the summer, and copies supplied for the use of the Normal Schools during the current year. They will be distributed generally during the coming summer. In December four sets of Readers intended for use in Grades VII and VIII were received for examination. These were placed in the hands of a committee. It is expected that the new Reader for Grade VII will be introduced next September.

In April representatives of the same provinces agreed to co-operate in the production of a series of text books in mathematics for the intermediate school (Grades VII, VIII and IX). A committee composed of Dr. W. A. McIntyre, Winnipeg, A. A. Herriott, Winnipeg, D. L. MacLaurin, Victoria, O. J. Thomas, Vancouver, and G. Fred McNally, met at Jasper in August and drafted specifications for the new books. These were then submitted to the publishers with an invitation to submit proposed texts in accordance with these specifications. Already eight publishing houses have intimated that they intend to enter the competition. It is proposed to introduce the first of these books in September, 1935.

REVISION OF COURSES OF STUDY

The work of reviewing and revising the curriculum for the first six grades of the elementary school was committed to sub-committees selected from the Normal and Inspection staffs. It soon appeared that a co-ordinating or "steering" committee would be required to decide such questions as type of programme required, group divisions and integration of subject matter. Accordingly, the following committee was set up: Inspector L. B. Yule, Dr. D. J. Dickie, Miss O. M. Fisher, Inspector W. E. Hay, Dr. H. C. Newland, Inspector H. B. Trout, Inspector H. A. MacGregor, Principal G. K. Haverstock, Dr. M. E. Lazerte, and G. Fred McNally. This committee met twice during the summer and again at the end of the year. The recommendation was made that Dr. D. J. Dickie, Miss O. M. Fisher and W. E. Hay be released from all

other work for some weeks at the beginning of the year to outline a plan of work for the elementary and intermediate grades along the lines of the decisions reached.

In April, the Department drafted a questionnaire on secondary education, which was sent approximately to 120 persons. Nearly 100 replies were received. The following is a copy of the questionnaire:

Questionnaire in Connection With Curriculum Review

1. What should we expect to accomplish through our schools?
2. It is often said that while the world has been rapidly changing the school has stood still and therefore is not meeting the needs of today. To what extent is this true, and what changes should be made in the school to meet these new conditions?
3. One of the problems of the school arises from the varying interests and capacities of the pupils. Is it possible by some modification of our courses to meet the needs of all more completely? Indicate the changes you would suggest.
4. The General Course has not been selected by pupils in any considerable numbers. Is it desirable that pupils who are not going on to higher education should take advantage of the wider choices of this course? If so, how can they be directed into it?
5. The Departmental examinations in the first year and in certain subjects of the second year have been eliminated. Was this a wise move? Should it be extended? How far?
6. What subjects, if any, should be dropped?
7. What subjects, if any, should be added?
8. Is too much time being spent on some subjects and too little on others? Specify.
9. What else would you suggest for the improvement of our schools?

A similar questionnaire was sent to a number of recent graduates of the high schools to ascertain, if possible, their views on the effectiveness of the education which they had received and to get from them suggestions as to how their courses could have been made more helpful. The Minister then appointed the following committee to consider the replies to these questionnaires: Dr. R. C. Wallace, President, University of Alberta; Dr. J. T. Ross, former Deputy Minister of Education; Dr. W. G. Carpenter, Director of Technical Education; Dr. M. E. Lazerte, Director of the School of Education; Dr. John Macdonald, Department of Philosophy, University of Alberta; Mrs. A. H. Rogers, representing the Trustees' Association; G. W. Gorman, the present Deputy Minister of Education; E. J. Thorlakson, representing the Teachers' Alliance; E. L. Fuller and Dr. H. C. Newland, High School Inspectors; and G. Fred McNally.

The committee held a three-day session and reached certain conclusions: (a) that the revised course must take greater account of the needs of the thousands of young people in the secondary schools who will never go on to higher education; (b) that certain worth-while experiences now more or less neglected must be provided for; (c) that some way must be found to free the offerings of the small high schools from the overshadowing influences of the Matriculation and Normal Entrance courses; (d) that the courses included in the new programme must be valuable in their own right, and not because of deferred values to be expected to accrue to individuals later as a result of further study; (e) that there must be such a restriction in the subject matter content as will ensure to the teacher the maximum of freedom in the presentation of his material and at the same time enable the pupil to make adequate assimilation through reflection and collateral reading.

The Normal Schools at Calgary and Camrose were continued in operation for the academic year 1934-35. Details of their work will be found in the reports of the principals.

School music festivals were held during the year at the following centres: Taber, Millet, Cardston, St. Paul, Vegreville, Red Deer, Lamont, Medicine Hat, Veteran, Bassano, Edmonton Rural, Grande Prairie, Wainwright, Camrose, Lethbridge, Stettler, Peace River, Crow's Nest Pass, Vermilion, Westlock, Drumheller, Mannville, and Innisfail. Interest in this activity continues to increase. It seems likely that some will have to be extended to a two-day session unless it be found possible to hold local competitions at centres throughout the inspectorate with a final competition for winners from the local meetings only.

Approximately the same number of school fairs was held as in the preceding year. The Department resumed its practice of awarding certificates of merit to the school in each association securing the largest number of points on school work.

The oft-postponed meeting of the Canadian Education Association was held in Toronto in November. Dr. J. T. Ross, former Deputy Minister of Education, had been elected president at the last meeting of the Association held in Montreal five years ago. Owing to his retirement, he was unable to represent Alberta at the meeting. The writer was named to take his place. The meeting proved to be a most important one. Committees were set up to carry on certain studies and report either before or at the next meeting which has been set for two years hence.

THE JOINT SUMMER SESSION.

The twenty-second session of the Joint Summer School was held, as usual, at the University of Alberta, Edmonton, from July 3rd to August 8th. There were 643 students enrolled in the Departmental section and 204 in the University section. Since 34 of these students were enrolled in both sections, the net registration was 813.

The usual programme of professional and academic subjects was offered with the addition of three new options for teachers qualifying for their first class certificate. These new subjects, namely, History of Modern Education, Principles of Secondary Education, and Rural Education and Its Problems, were well received by the students; the latter course, especially, seemed very apt at the present time. A course was also given in the revised Algebra 3, the new text, "A New Canadian Algebra," by Durell & Wright, being used.

The work of the School of Drama was continued with great success. Three sections, namely, Voice Production, Direction and Educational Dramatics, and the Art of Acting, were offered. Dramatics is coming more and more to the front with teachers and students, and courses in this subject are especially popular since teachers have not had much opportunity for training along these lines in their school careers. It is expected that in the future more and more attention will have to be paid to the needs of teachers in this regard.

A new feature of the Summer School was the Practice School which was held at Garneau Public School for the purpose of providing an opportunity for observation and practice teaching on the part of graduates of the School of Education who were qualifying for the first class certificate. In all, 24 graduates took advantage of this course under the able guidance of two experienced teachers.

Fifty-seven professional subjects and 15 academic subjects were offered. The latter are in the nature of review courses for students who have covered the content of the course at least once before coming to Summer School, and who wish to review it for examination purposes. An instructional staff of 30 took care of the above programme.

Though the recreational and social side of the Summer Session was not neglected, the students on the whole did very serious and intensive work in the subjects in which they were enrolled. One hundred and fifty-nine teachers successfully completed the course for the first class certificate, and the following were awarded special certificates in the various departments: Four teachers were granted the certificate in High School Art and one in Elementary Industrial Art; 13 were awarded the Elementary certificate in Primary work; 2 the certificate in Intermediate Grade Work; 25 the Instructor's certificate in Physical Education, 4 the Specialist's certificate in Physical Education, and 6 the High School Instructor's certificate in Physical Education; 3 the special Penmanship certificate, and 37 the certificate in Swimming, in the first, second and beginner's class. Forty-eight teachers passed the special examination for the St. John Ambulance Association Certificate in First Aid, and 21 qualified for the above certificate in Home Nursing.

PUBLIC SCHOOL CORRESPONDENCE COURSES

During the past year the Correspondence School has had the privilege of sending instruction by mail to the largest number of students in its history, the total registration being 1,200 pupils. Some of the children to whom this service is furnished live in unorganized territory, or are too far from any of the existing schools to be able to attend. Others suffer from some physical disability which prevents their attendance, and their needs are met through the medium of the Home Study course. Another group of pupils which the School carries comprises children from regular school districts where operation is temporarily arrested during the winter months. Latterly it has also been found advisable to include some pupils whose lack of suitable winter clothing does not permit of their travelling any great distance in the extremely cold weather. Upon the recommendations of the teachers, such pupils have been granted exemption from school attendance by the Attendance Officer, covering the period during which it is absolutely impossible for them to go to school. It has also been a privilege to assist a small number of adult pupils who are making efforts to secure education by means of the Home Study Course.

The chief characteristics of this method of instruction are the constant efforts of the pupils to cover the definitely planned lessons, and the careful correction of the answer papers, including explanation of the difficulties, by the teachers. Close personal touch is secured with the home by various means, and this constitutes a special feature of these classes. Photographs of pupils and their home surroundings together with personal letters that accompany instalments of lessons give the staff of the School an insight into the life of the pupils, which helps greatly to make the work effective.

More and more an effort has been made to keep in touch with the Grade VIII pupils who have passed into high school to find out their reaction to regular school after having been students by mail, and it has been gratifying to find that, without exception, these pupils carry forward their study habits into the work of the higher grades.

REPORT OF THE ASSISTANT REGISTRAR

(R. V. BELLAMY)

DEPARTMENTAL EXAMINATIONS

During the year a total of 18,966 candidates wrote on the midsummer examinations. This represents an increase of 414 candidates for the Academic, 89 for the Commercial, and 47 for the Technical examinations, over the corresponding numbers of last year; or over two and one-half times the number of candidates for the second, third and fourth year examinations in 1926, the first year of the unit system throughout the high school course.

A considerable portion of the increase in the academic examinations occurs in Grade XII, there being a total increase of 3,313 over the period from 1930 to 1934 inclusive. This includes many teachers holding second class certificates, who are making an earnest endeavour to secure higher qualifications, realizing the educational advantage as well as the necessity in order to compete in the profession.

The small increase in the number of Commercial candidates in no measure indicates the increasing popularity of this course. Many students discontinue attendance at school prior to the Departmental examinations for various reasons, some to secure positions, while others, feeling that the Departmental diploma is not essential for recognition in the business world, are not disposed to remit the prescribed examination fee.

The Commercial courses authorized by the Department are being offered in the following schools: Calgary, Camrose Lutheran College, Edmonton (Public and Separate), Edson, Lethbridge, Medicine Hat, Turner Valley, Vegreville.

A four-year course is now outlined, the last year of which was authorized for the first time for the school year 1933-34.

The Technical School examinations were held in two centres only, i.e., Calgary and Edmonton. Eight candidates completed the requirements for the Technical course diploma covering three years' work.

The decrease in candidates for the Supplemental examinations is doubtless due to the higher percentage of passes on the midsummer examinations than in former years. The following table indicates the percentage of passes on the midsummer examinations since the adoption of the unit system:

1926	76.60	1931	73.42
1927	75.00	1932	71.31
1928	75.90	1933	74.72
1929	74.60	1934	76.15
1930	84.87		

Diplomas were granted to 10,270 Grade VIII students, and to 3,931 High School students. This represents over two and one-half times the number of High School diplomas issued in 1926. Of these, 1,209 completed the four-year course as compared with 2,483 the three-year course, i.e., over one-third of the students qualifying for diplomas on the academic course qualified for the four-year diploma.

The following table sets forth the number of candidates who secured "Honours" standing:

First Class Normal Entrance	157
Four-Year General Course	77
Second Class Normal Entrance	197
University Matriculation	170
Three-Year General Course	4
Commercial	3
Technical	2
	610

DEPARTMENT OF EDUCATION

Upon comparing the decreasing number of certificates of credit issued to first year students during the last several years, as it relates to the increased enrolment, one cannot but appreciate the fact that principals are coming to realize the educational advantage of the system of recommendation, and are now granting promotion only to those students who are really deserving.

DEPARTMENTAL EXAMINATIONS, 1934

Examination	Number of Candidates	Total	Increase over 1933
HIGH SCHOOL*			
JUNE—			
Academic:			
First Year	91**		
Second Year	6,705		
Third Year	5,314		
Fourth Year	5,801	17,911	414
Commercial:			
Second Year	547		
Third Year	156		
Fourth Year	28	731	89
Technical:			
Second Year	232		
Third Year	92	324	47
SUPPLEMENTAL—			
Third Year	1,763		Decrease
Fourth Year	1,838	3,601	554
		22,567	Decrease 4

*Candidates are classified in the year of the highest unit written.

**This includes students prepared by private study, by correspondence and at night school. Students in attendance in all public, separate and private schools may be recommended for credit by the teacher or principal in all units of the First Year and English 2.

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ANALYSIS OF RESULTS—JUNE, 1934

ANALYSIS OF RESULTS BY UNITS

UNIT	Number of Candidates	Number who Passed
Agriculture 1	2,582	1,912
Agriculture 2	1,646	1,241
Algebra 1	84	57
Algebra 2	6,170	5,314
Algebra 3	2,125	1,746
Arithmetic 1	4,328	3,808
Art 1	4,551	2,954
Art 2	395	208
Biology 1	1,457	1,167
Chemistry 1	3,398	2,507
Chemistry 2	1,390	1,091
Composition 1	78	64
Composition 2	160	119
Composition 3	4,521	3,029
Composition 4	2,596	2,029
French 1	120	88
French 2	3,756	3,237
French 3	1,742	1,530
Geography 1	4,017	2,840
General Science 1	86	57
Geometry 1	72	42
Geometry 2	5,442	3,853
Geometry 3	613	456
German 1	62	47
German 2	104	77
German 3	59	53
History 1	82	48
History 2	6,299	4,391
History 3	4,214	3,364
History 4	2,080	1,686
History of Literature 1	765	597
Latin 1	97	73
Latin 2	1,550	1,237
Latin 3	784	596
Literature 1	75	61
Literature 2	139	105
Literature 3	4,644	3,201
Literature 4	2,636	2,138
Music 1	20	9
Music 2	1	1
Music 3	2	2
Physics 1	4,361	3,585
Physics 2	1,576	1,051
Trigonometry 1	2,559	1,868
	83,438	63,539

Percentage of Passes

76.15

DEPARTMENT OF EDUCATION

COMMERCIAL EXAMINATIONS, 1934

UNIT	Number of Candidates	Number who Passed
Advertising and Salesmanship 1	3	3
Bookkeeping 1	460	375
Bookkeeping 2 (Theory)	99	68
Bookkeeping 2 (Practice)	100	61
Bookkeeping 3 (Theory)	17	16
Bookkeeping 3 (Practice)	18	15
Business English and Office Practice 2	430	364
Business English and Office Practice 3	109	101
Commercial French 2	131	95
Commercial French 3	5	5
Commercial History 1	49	45
Commercial Geography 1	91	71
Commercial Law 1	121	104
History 3	2	2
Literature 3	75	52
Literature 4	2	1
Mathematics 2	86	64
Penmanship 2	434	403
Practical Office Training 1	2	1
Secretarial Training 1	113	109
Spelling 2	455	343
Stenography 2	429	310
Typewriting 2	453	318
	3,614	2,926

Percentage of Passes 80.9

TECHNICAL EXAMINATIONS, 1934

UNIT	Number of Candidates	Number who Passed
Building Construction 1	2	2
Cabinet Work 1	46	41
Carpentry 1	27	20
Chemistry 1	5	2
Clothing 1	6	6
Composition 3	75	39
Drawing and Design 2	7	7
Dressmaking 2	23	22
Electricity 2	75	70
Electricity 3	23	22
Food and Dietetics 1	2	2
General Mathematics 2	221	124
General Mathematics 3	63	44
General Science 1	1	1
General Science 2	191	115
General Science 3	64	44
Geography 1	76	49
History 3	67	35
Household Economics 2	23	23
Industrial Art 1	3	3
Industrial History 1	193	156
Literature 3	76	27
Metal 2	59	52
Metal 3	2	2
Motor Mechanics 2	59	54
Motor Mechanics 3	26	25
Physiology and Hygiene 1	12	9
	1,427	996

Percentage of Passes 69.89

SUPPLEMENTAL EXAMINATIONS, 1934

UNIT	Number of Candidates	Number who Passed
Agriculture 2	151	132
Algebra 2	198	60
Algebra 3	176	57
Arithmetic 1	159	69
Art 2	27	8
Biology 1	190	112
Chemistry 1	272	165
Chemistry 2	154	67
Composition 3	498	303
Composition 4	498	303
French 2	137	58
French 3	130	35
Geography 1	314	162
Geometry 2	424	200
Geometry 3	63	31
German 2	16	10
German 3	15	13
History 3	286	130
History 4	170	98
History of Literature 1	105	53
Latin 2	108	53
Latin 3	84	25
Literature 3	505	222
Literature 4	289	152
Physics 2	216	105
Trigonometry 1	349	194
	5,534	2,817

Percentage of Passes 50.9

DIPLOMAS ISSUED, 1934

	1933	1934	Increase over 1933
Grade VIII	9,813	10,270	457
High School (Third Year):			
Normal Entrance	1,711	1,684	27 (Decrease)
University Matriculation	704	721	17
General Course	122	78	44 (Decrease)
High School (Fourth Year):			
Normal Entrance	960	995	35
General Course	296	314	18
Commercial	37	131	94
Technical	8	8	
Total	13,651	14,201	550

EXAMINATION CENTRES

June	1,210
Supplemental	41
Total	1,251

CERTIFICATES OF CREDIT ISSUED, 1934

On recommendation of Principals in units of the First Year or in English 2 to students classified in the year indicated.

ACADEMIC COURSE:	No. of Students
First Year	6,489
Second Year	6,474
Third Year	1,594
Fourth Year	357
	14,914
COMMERCIAL COURSE:	
First Year	419
Second Year	209
Third Year	11
Fourth Year	6
	645
TECHNICAL COURSE:	
First Year	370
Second Year	293
Third Year	5
	668
	16,227

CERTIFICATES ISSUED DURING THE YEAR 1934

Certificates	Alberta	Other Provinces	British Possessions	Other Countries	Totals	Grand Total
(a) Professional Certificates (Permanent):						
Alberta Teachers:						
High School Class	23				23	
First Class	386				386	
Second Class	301				301	710
(b) Interim Certificates:						
High School Class:						
Alberta Teachers	27				27	
Teachers from Saskatchewan		2				
Teachers from Ontario		1			3	30
First Class:						
Alberta Teachers	346				346	
Teachers from Saskatchewan		4			4	350
Second Class:						
Alberta Teachers	187				187	
Teachers from Saskatchewan		5				
Teachers from Ontario		1				
Teachers from Nova Scotia		1			7	194
Third Class:						
Alberta Teachers	29				29	
Teachers from Manitoba		1			1	30
	1,299	15			1,314	1,314

N.B.—The table shown above includes in its Alberta list 70 certificates re-issued on account of change of name through marriage, and 144 re-issued to teachers who have qualified for certificates of higher class than those originally granted them.

REPORT OF CALGARY NORMAL SCHOOL

(E. W. COFFIN, *Principal*)

The Session of 1933-34 re-opened after the Christmas holiday on January 3rd, with 317 students in attendance, including two who enrolled in January to complete the course previously interrupted or taken in part elsewhere. There were two withdrawals before the end of the session, one on account of illness, and the other to take up a different kind of work.

The usual amount of observation and practice in teaching was kept up from the second week in January until Easter, including the two weeks in the public and the separate schools of the city at large in February and March.

The reduction in the number of public school rooms operating in the city compelled us to forego the two days' apprentice teaching formerly attempted. This is regrettable, as the informal apprentice work is much more valuable than prescribed teaching exercises in so far as giving the student-teachers confidence, and also acquaintance with the complete routine of a classroom. With the current enrolment, an additional school of eight rooms, as a practice school, would be required to supply this need.

Student activities continued to flourish until well toward the close of the session. The Glee Club offered to the public the light opera, "The Rajah of Rajahpore," which was well patronized on two evenings. The Dramatic Society gave a very successful presentation of "Milestones." The Debating Club also kept its place in the City League until the semi-finals. In athletics, while no

trophies were won, the general participation, especially in basketball, was of high value as part of the teacher preparation. A number of women students regularly attended classes in sword dancing, club swinging and folk-dancing on Saturday mornings.

Of the 317 students enrolled in the final term, 223 were successful in attaining first class standing and 77 second class standing. One student failed in both academic and practice teaching, and was not recommended for certification. Seven members of the first class and one member of the second class failed in the professional subjects, and four members of the first class and two of the second class failed in practice teaching. These 14 students were recommended for third class certificates. While sufficient opportunity is given by existing arrangements for students who fail in professional subjects to secure standing in them, those who fail in practice teaching have been under great disadvantage. Arrangements have been made with the Department of Education whereby students failing in practice teaching may spend a stated time in an approved rural school, and upon a satisfactory report from an inspector, may be granted standing.

The conditions under which honour standing is granted in this school have been modified during the year. The conditions are stringent. They require excellent standings in both the professional subjects and in practice teaching. The following students were given honour standing: Miss Mary S. Burgess, Calgary; Mr. Sidney A. Lindstedt, Stavelly; Miss Jessie M. Miller, Edmonton; Sister Lucille Agatha Hochstein, Calgary; Miss Ida N. Vyse, Calgary.

The Strathcona Trust Scholarships were won by Miss Edna Harnwell, Gem, and Mr. Neil Purvis, Acme.

The principal officers of the Students' Union were as follows: Spring Term, 1934: President, Mr. Beverly Monkman, Medicine Hat; Vice-President, Miss Eva Gier, Calgary. Fall Term, 1934: President, Mr. Robert Tufts, Medicine Hat; Vice-President, Mr. Harry Cummins, Banff. Much credit is due to these students and to their capable executives for their faithful work in the administration of the numerous student activities.

ATTENDANCE TABLES, 1934

	First Class.			Second Class.			Total.		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Second Term 1933-34	73	163	235	24	57	81	97	219	317
First Term 1934-35	75	171	246	18	71	89	94	244	335
Total	148	334	481	42	128	170	191	463	652

TABLE SHOWING RECOMMENDATIONS MADE FOR CERTIFICATES, 1934

Regular Course, 1933-34:		
First Class Interim		221
Second Class Interim		75
Third Class		14
Not recommended for certificate owing to fees not being paid in full		4
Failures		1
Withdrawals		2
Total		317

FAILURES, 1934

	First Class.	Second Class.	Total.
Academic	7	1	8
Practice Teaching	4	2	6
Academic and Practice Teaching	1	1	1
Total	11	4	15

The Session of 1934-35 opened on September 5th, with 335 students in attendance. Academic standings for admission are as follows:

	Graduates.	Undergraduates	Grade XII	Grade XI	Total
Alberta	4	15	226	85	330
Nova Scotia	1		1	1	3
Ontario		1			1
Saskatchewan				1	1
Total	5	16	227	87	335

The percentage of students enrolled in the first class remains high—73.1%. In 1932 the percentage was 68.3, and in 1933 it reached its highest point, 73.9. The percentage of male students for the three years is: 1932, 27.9; 1933, 31.1; 1934, 28.1. It seems probable that under present conditions the percentage of first class students at this school will continue to be slightly in excess of 70% and of males slightly less than 30%.

Copies of the report of the Medical Examiner have already been sent for your consideration. The significant findings are these:

- (1) The physical standard of the students is lower than it was last year.
- (2) One-third of the students have defective vision.
- (3) The number of unvaccinated persons is disquietingly large, being 142, or 42% of the enrolment.
- (4) The number of undernourished students is larger.

Definite steps are now being taken, with the co-operation of the Deputy Minister of Health, to correct the disturbing conditions named in (2). The other matters are being capably followed up by Miss Chittick, Instructor in Health and School Nurse. Marked improvements are evident. The problems connected with defective vision are largely financial.

The rural conventions are increasingly showing capacity to supply their own programmes. Fewer calls for assistance from this staff were made during the year. Such as were made were complied with. The city of Calgary teachers, who for some years have been holding grade meetings addressed by their own members, felt that ideas from outside sources might prove stimulating. Practically all members of this staff gave assistance this year.

The staff also made the usual contribution to the success of the Summer School, the work of the Examinations Board, and in the matter of prescribed reading courses for teachers.

During the year addresses were given to the students by the following outside speakers: Archdeacon F. G. Scott, war time padre and poet; Dr. W. H. Hill, Medical Health Officer; Professor H. J. Rowan, University of Alberta, Edmonton; Rev. Dr. G. W. Kerby, Principal, Mount Royal College, Calgary.

We regret to report the death of Mr. S. T. Magee, who served this Province faithfully for many years as caretaker, both of the former Normal School building and the present building.

REPORT OF CAMROSE NORMAL SCHOOL

(GEORGE K. HAVERSTOCK, *Principal*)

For the first time in the history of the school, the number of students enrolled in the first class exceeds that of the second class. Each year we have more students entering the institution with Grade XII standing or better. Of the class which entered in September, 92% held academic qualifications better than Grade XI. We consider this a very hopeful sign, and trust the day is

not far distant when the minimum academic requirement for entrance to Normal School will be Grade XII.

ATTENDANCE TABLE, 1934									
	First Class.			Second Class.			Total.		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Second Term, 1933-34	28	50	78	39	62	101	67	112	179
First Term, 1934-35	39	71	110	32	63	95	71	134	205
Totals	67	121	188	71	125	196	138	246	384

TABLE SHOWING RECOMMENDATIONS MADE FOR CERTIFICATES,
CLASSES, 1933-34

First Class Interim	76 (Honours 12)
Second Class Interim	84 (Honours 9)
Third Class	14
Failed	5
	179

The following tables give information relative to students of the fall term:

A.—Students whose elementary school work was done in rural schools	57%
Students whose elementary school work was done in town or city schools	43%
Students whose secondary school work was done in rural schools	13%
Students whose secondary school work was done in town or city schools	87%
B.—Birthplace of Students' Parents:	
Born in Canada	31%
Born in British Isles	16%
Born in United States	14%
Born in other countries	39%
C.—Occupation of Students' Fathers:	
Farmers	63%
Skilled Labour	8%
Business	10%
Professional	6%
Other Occupations	13%

From the above tables we see that 57% of the students entering in September received their elementary school (Grades I-VIII) education in the one-room rural school; that 61% of the parents were born in countries where English is the national language; that agriculture is the parental occupation of 63% of the students.

During the fall term an effort was made to give the teachers in training an opportunity to observe the work and organization of the one-teacher rural school. As practically all our graduates begin teaching in the rural schools, it is very important that part of the training period is spent in schools which are most like the schools to which our graduates go. We are convinced that a technique of special importance to the teacher of the small rural school is that of handling a heterogeneous group of children as one class. Ordinary training in class teaching will never develop this technique.

For several years it has been the practice to have our students spend a week in the rural schools, either the week preceding or the week following the Easter vacation. We believe this experience has proved beneficial, but coming so late in the Normal School year, it does not give the same opportunity to the student as if it came earlier in the year. In the month of November, eight one-room rural schools, within a radius of eight miles of Camrose, were used for observation purposes. We are of the opinion that the student-teachers, as a result of this experience, were better able to see the significance of the teacher-training programme.

We wish to express to the Board of Trade and to the Rotary Club of Camrose our appreciation of their efforts in providing transportation; and also to acknowledge the splendid co-operation given by the teachers, trustees, and school inspector of the schools taking part.

Changes were made in the practice teaching within the Normal Practice School. In former years each student was asked to teach ten to twelve lessons

occupying fifteen minutes to half an hour. Under the changed system each student teaches a full half-day in each of the grades of the elementary school. We consider this a fairer basis on which to judge the student's teaching ability.

The academic cup was won by Miss Constance Clemens, of Sedgewick. Scholarships were awarded to Miss Arlene Gish, of Wetaskiwin, Sister St. Bernard-de-Clairvaux (Mereault, Anne-Marie), of St. Paul, and Mr. Fred Reesor, of Vegreville, for the highest record in practice teaching.

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

(H. C. NEWLAND)

PREFATORY NOTE.

In November, 1934, Mr. George W. Gorman, Chief Inspector of Schools in Alberta since July, 1919, was called by the Minister of Education to the post of Deputy Minister. For his successor, whose duty it became to prepare this report, it is proper to make reference here to the excellent service he has rendered education, and to the inspiring leadership he has given to the members of his inspectoral staff.

During the past fifteen years many changes have occurred in the theory and practice of education, in modes of thought concerning social problems, and in the economic framework that supports our educational system. Of necessity these changes brought in their train corresponding changes in what the public demands of the schools, and in the methods by which the schools are administered and financed. Throughout the last five years, in particular, the strain of keeping the schools in operation has been enormous. Yet the Chief Inspector faced stark realities with unflinching courage, and with a resolute and vigorous desire to maintain our standard of educational service. His has been the task of composing differences, smoothing out difficulties, and surmounting despair and intransigence. This task he has performed with keen insight and sagacity, with sober and virile judgment, and with unfailing courtesy and fairness; and in performing it he has enlisted at once the loyal co-operation of his inspectors, and the admiration and respect of teachers and trustees. Mr. Gorman goes to his new position with the heartiest good wishes of his staff of inspectors.

PERSONNEL AND ALLOCATION OF THE INSPECTORAL STAFF

The staff of school inspectors numbers 29, and has not changed in this respect since last year. Twenty-seven inspectors supervise and inspect all the work of the elementary school grades, and of the high school grades in rooms where both elementary and high school grades are taught. Two inspectors of high schools devote their time exclusively to classrooms in which high school grades only are taught. These two inspectors have charge of all of the rural high schools, in some of which the work of Grade VIII is taught along with that of the high school grades.

For several years it has been the practice of the inspectors of high schools to collaborate in the inspection of the high schools in Calgary, Edmonton, Medicine Hat and Lethbridge, where the instruction is departmentalized under specialists. During the past year Mr. Fuller and Dr. Newland inspected the high schools in Medicine Hat and in Lethbridge, and also three of the Edmonton high schools. The former reported on the work in English, History and

Moderns, and the latter on the work in Mathematics, Science and Classics. On the organization of these schools they wrote combined reports.

The large urban high schools, in comparison with non-urban high schools, have less need of annual inspection. The inspectors of high schools do not therefore attempt to visit more than a third of the urban schools in any one year, but prefer to give the greater part of their time to the smaller schools.

The non-urban high schools were assigned to the two inspectors in approximately equal numbers, not by a partition of territory, but in such a manner as would equalize the distances to be travelled from Edmonton, and promote the greatest facility for continuous travel by car or by railway and bus lines. The particulars are shown in the following table:

ASSIGNMENTS OF THE INSPECTORS OF HIGH SCHOOLS, 1934

Inspector	Non-urban Schools		Non-urban Rooms		No Inspections Urban.	Total.
	Assigned.	Inspected.	Assigned	Inspected.		
E. L. Fuller, B.A., B.Paed.	113	93	187	155	40	195
H. C. Newland, Ph.D.	114	102	186	163	37	200
Totals	228	195	373	318	77	395

The total number of high school class-rooms to be inspected in the year 1934-35 is 595.

For the inspection of elementary schools, the organized territory of the Province has been divided into 27 inspectorates, each designated by the name of the centre at which the inspector resides. Each inspector is responsible for the inspection and supervision of all save the purely high school rooms of his inspectorate. He is required also to supervise the affairs, administrative and financial, of every school district in his inspectorate.

The following table sets forth the particulars of elementary school inspection:

Inspector and Inspectorate	No. of Districts	No. of P.S. Rooms	No. of H.S. Rooms	No. of Rooms in Operation	No. of Indian School Rooms	No. of Private Schools
Athabasca—W. H. Swift, M.A., B.Educ.	114	132	2	124		
Barrhead—H. B. Trout, B.A.	134	149	7	153		
Calgary Rural—J. A. Macgregor, B.A.	141	175	17	189	3	4
Camrose—D. M. Sullivan, M.A.	135	172	15	187		
Cardston—A. R. Gibson, M.A., B.Paed.	93	184	29	211	7	2
Coronation—R. H. Liggett, B.A.	148	167	10	177		
Drumheller—W. E. Frame, M.A.	118	172	16	185	4	
Edmonton East—J. J. LeBlanc, B.A.	134	181	9	190	6	2
Edmonton West—J. H. Hutchison, B.A.	130	165	11	166		
Foremost—H. A. MacGregor, M.Sc.	138	157	6	157		
Grande Prairie—H. E. Balfour, M.A.	128	143	11	144	3	1
Hanna—L. A. Thurber, B.Sc.	118	153	7	159		
High River—W. H. Edwards, B.A.	142	186	23	209		1
Lamont—C. H. Robinson, M.A.	99	159	10	166		
Lethbridge—Owen Williams, B.A.	96	195	40	231		6
Macleod—C. C. Bremner, M.A.	104	163	31	193	3	4
Medicine Hat—H. C. Sweet, B.A.	155	227	27	229		
Olds—X. P. Crispo, M.A.	145	171	15	185		
Oyen—R. J. Scott, B.A.	164	172	6	170		1
Pesce River—Geo. L. Wilson, B.Sc.	124	149	9	152	10	
Red Deer—W. J. McLean, B.A.	156	196	21	217		
Stettler—W. E. Hay, B.Paed.	153	187	24	211		
St. Paul—J. L. Gibault, B.A.	146	190	6	192	5	1
Vegreville—A. L. Doucette, B.A.Sc.	124	184	19	203		
Vermilion—H. R. Parker, B.A.	145	162	9	169		
Wainwright—Lorne Good, B.Sc.	136	153	12	165		
Wetaskiwin—John Scoffield, B.A.	141	172	12	184	4	1
Total	3,561	4,616	404	4,918	45	21
Average	132	171	15	182		

The average number of school districts assigned to an inspector was 132, and the average number of rooms so assigned was 171. The average number of inspections for a single inspector was 182.

CHANGES IN PERSONNEL AND ALLOCATION OF THE INSPECTORAL STAFF

The inspectoral divisions differ in area and in the number of school districts they embrace; but they are so delimited that they place approximately equal burdens on the shoulders of the inspectors. With the lapse of four or five years, however, very substantial inequalities will arise, through such factors as roads, railway facilities, natural boundaries, crop failures, economic distress, and administrative difficulties. For this reason the Department took steps in August last to effectuate a fairer division of the inspectors' work and a better distribution of inspection service.

In the first place, the Trochu and Bassano inspectorates were abolished, and their territories distributed amongst adjoining inspectorates through the readjustment of boundaries. Then two new inspectorates were established, with centres at Cardston and Drumheller.

These changes would, of course, necessitate a partial redistribution of the inspectoral staff. Inspector Gibson, of Red Deer, was placed in the new Cardston inspectorate, and Inspector McLean, of Trochu, went to Red Deer. Inspector Frame, of Coronation, was moved to the new Drumheller inspectorate, and his place at Coronation was taken by Inspector Liggett, of Olds. Inspector Edwards came from Bassano to High River, and Inspector Crispo, of High River, was placed at Olds.

Early in the year it became necessary that Inspector Sweet, then of Foremost, take over part of the work in the Medicine Hat inspectorate. In August, Inspector Sweet was appointed permanently to this inspectorate, in the place of Inspector F. S. Carr, deceased. At the same time Mr. Hugh A. Macgregor, M.Sc., was added to the staff of inspectors, and stationed at Foremost.

Mr. Macgregor joined the staff of the Camrose Normal School in September, 1929. In September, 1933, he was granted leave of absence from the Province for one year, which he spent in graduate work in Education at Cornell University, Ithaca, N.Y. Inspector Macgregor is well fitted by training and experience for his new duties.

FREDERICK STEPHEN CARR

In May last the Department lost one of its most valued inspectors, in the person of the late Frederick Stephen Carr.

Mr. Carr was born at Cobourg, Ontario. He was educated in the Cobourg Collegiate Institute and at the University of Toronto, from which he was graduated in 1904 with honours in Natural Science. After attending the Regina Normal School, he taught a rural school near Lacombe, but he was soon appointed to the principalship of the Innisfail School. His next move was to Edmonton, where he held successive appointments as principal of Queen's Avenue School, as Science Master, and later, principal of what was then the Edmonton High School, and as the first principal of Victoria High School. He then left Alberta for a time, but returned to Victoria High School, where he taught Science for several years. During the summers of 1918, 1919 and 1920 he taught Science and Natural History in the Summer School for Teachers at the University of Alberta.

Mr. Carr's chief interest in the field of Science was the study of animate nature. His special hobby was the collection of Coleoptera. His numerous contributions to the science of Entomology and the completeness of his collection of Coleoptera won for him international recognition. He was an authority on the beetles of Alberta, his check-lists being the chief sources of reference in this field.



FREDERICK STEPHEN CARR

Inspector Carr entered the service of the Department in August, 1920, when he received an appointment as inspector of schools, with headquarters at Castor. In April, 1921, he was made Supervisor of Schools for New Canadians; but in November, 1922, when the Department discontinued this branch of the service, he was given charge of the Medicine Hat inspectorate, where he remained until his decease in May, 1934.

Frederick Stephen Carr had a penetrating intellect, an engaging personality, and an abounding sense of humour. As a teacher, he inspired his students with his contagious enthusiasm; as an inspector, he was an indefatigable worker, and a friend and wise counsellor to teacher and trustee alike; as a man he won the highest esteem for his humanity and his integrity.

INSPECTION OF SECONDARY SCHOOLS—SECONDARY ENROLMENT

In June, 1934, the enrolment in high school grades in Alberta was 17.58% of our total school enrolment. Ten years earlier, in June, 1924, this percentage was 9.6; and twenty years ago, in December, 1914, it was 4.4. In other words, we have in proportion to our total school enrolment approximately twice as many high school pupils today as we had ten years ago, and four times as many as we had twenty years ago. The increase in secondary enrolment during the last four years is set forth analytically in the tables which follow:

SECONDARY ENROLMENT, 1931-34

June 30:	Sec. Enrol.	Elem. Enrol.	Total Enrol.	% Sec. Enrol.
1931	24,266	144,464	168,730	14.38
1932	28,247	142,548	170,795	16.53
1933	29,369	142,076	171,445	17.13
1934	30,253	141,787	172,040	17.58

SECONDARY ENROLMENT BY GRADES, 1931-34

Grade	1931 Enrol.	%	1932 Enrol.	%	1933 Enrol.	%	1934 Enrol.	%
IX	10,024	5.94	10,990	6.43	10,408	6.07	10,513	6.11
X	7,242	4.29	8,217	4.81	8,790	5.13	8,855	5.15
XI	4,894	2.90	5,944	3.48	6,542	3.81	6,567	3.81
XII	2,106	1.25	3,096	1.81	3,629	2.12	4,318	2.51

INCREASE IN PERCENTAGE OF SECONDARY ENROLMENT BY GRADES, 1931-34

Grade	Percentage for 1931	Increase for 1931	Increase for 1932	Increase for 1934
IX	5.94	0.49	0.36	0.04
X	4.29	0.52	0.32	0.02
XI	2.90	0.58	0.33	0.00
XII	1.25	0.56	0.31	0.39

From the foregoing tables it is to be seen that during the past four years the high school enrolment has grown by 5,987; while the total enrolment has grown by 3,310 only, and the elementary enrolment has decreased by 2,677. With the percentage for Grade IX in 1932 excepted, there has been a consistently upward trend in the percentages for each of the grades. The percentages for Grades IX, X and XI seem now to have reached a stationary point, but the percentage for Grade XII is still increasing.

There has been a partial restoration of the balance in enrolment between boys and girls. On June 30, 1928, there were 18,218 pupils enrolled in high school grades, of which 7,614 were boys and 10,604 were girls; but on June 30, 1934, 30,253 pupils were enrolled, of which 14,221 were boys and 16,032 were girls.

This high school population is by no means a homogeneous group. It exhibits a wide range of differing interests, abilities and personalities. The great majority of the group have no intention of proceeding to advanced academic studies. Of the 10,513 pupils now in Grade IX, approximately one-third will not go beyond Grade X, two-thirds will not go beyond Grade XI, approximately 7% will go to the Normal Schools, and 4% to the University. Our greatest problem in secondary education is, therefore, that of readjusting the instruction offered by our high schools to individual needs of our adolescent population.

OPERATION OF HIGH SCHOOLS

The number of academic high school rooms to be inspected during the year 1934-35 is 595, with an increase of one over the corresponding number for the previous year. The increase in secondary enrolment is, however, 884. These facts show that the average enrolment per room is increasing; and also that more high school pupils are enrolling in the commercial and technical schools. There seems now to be, in our high schools, a definite movement away from the Normal Entrance course.

Practically all of the smaller high schools have some equipment for the teaching of General Science, Physics, and Chemistry; but in the one-room schools this is often very meagre. The majority of school boards are providing for no outlay on science equipment beyond what is immediately necessary for supplies. Many one-room schools have the advantage of a small science room, where the apparatus is properly arranged and set up, and kept in such condition that it is immediately available for use when required. The amount of science equipment is often a matter of less importance than the storing of this equipment, and the proper care and use of it.

Very few accessions are made to school libraries. For the purpose of encouraging boards to build up their school libraries, the restoration of the Library Grant is advisable.

THE TEACHING FORCE

There was a further gain of strength in the high school teaching body during the past year. Very few high school teachers with good qualifications are unemployed. Teachers of superior qualifications are displacing poorly qualified teachers, and forcing them into the elementary schools. The time is fast approaching when the minimum qualifications for secondary school teaching will be the bachelor's degree, and a permanent first class certificate or a year's training at the School of Education. The number of changes in staff was comparatively small. Salaries and tenure both show more signs of stability.

The distribution of the inspectoral gradings assigned during the year is as follows: F₂, 0.54%; G₁, 1.23%; G₂, 5.04%; G₃, 26.64%; VG₁, 40.57%; VG₂, 21.17%; E, 4.81%.

The mean grading falls at a point that is .88, and the median .91, of the range between the mid-point of G₁ (high "Good") and the mid-point of VG (low "Very Good"). The graph of the distribution is not the curve of chance, but is negatively skewed and platykurtic. The index of skewness ("alpha sub-three") is -0.651 , and of kurtosis ("alpha sub-four" minus 3) is 0.606. The mean and median gradings are slightly higher than those of the preceding year, and the index of skewness is greater. These facts may be taken as evidence of further improvement during the past year in the quality of classroom teaching.

THE INSTRUCTION

The results of the Departmental Examinations in the high school units were somewhat uneven, showing a percentage of success for the Province that ranges from 53 to 88. The percentage for Arithmetic 1 was 88; for Algebra 2 was 86; for Literature 3 was 69; and for Composition 3 was 67. The standard of achievement in English at the Grade XI level is not so high as it should be, but it is not so far below the standard in Mathematics as the foregoing figures seem to indicate.

This disparity is partly the effect of a difference in the types of examination. The examinations in English 3 are predominantly of the essay type, requiring of the student a moderate facility in expression and sustained thought in organizing his material. On the other hand, the examinations in Mathematics are of a more objective type, enabling the student who has memorized the required formulae, manipulative techniques and typical problems to make a good showing.

In general, it may be said that much of the instruction now given in high school subjects encourages students to memorize factual material for reproduction at the final examination, rather than to assimilate ideas for practical use. Not that it is the teachers who are primarily at fault; for it is safe to say that a majority of the high school students have not the requisite mental calibre for mastering the abstract complexities of the purely academic subjects, such as Mathematics and Science. Nevertheless, many small schools in which the needs of the student could be better served by the commercial, technical, or general courses, are offering the straight academic course because it is less expensive.

While it is true that the examination results in Mathematics exhibit a reasonably high standard of achievement, it is equally true that in many Mathematics classes the students follow a memorized routine of mechanical manipulation, with little power of thinking independently about mathematical

relationships, or of discerning them in familiar practical situations. In Geometry, for example, it is unusual to find a class that can apply geometrical concepts to the simple problems of everyday life.

A higher standard of achievement in English is desirable, particularly at the Grade XI level. In one-room high schools, where the daily programme is crowded with short lessons in many subjects, English is likely to suffer, because it cannot be taught successfully merely by formal lessons in Composition and Literature. Our progressive teachers now recognize the fact that their students attain proficiency in English only through ample opportunity for oral and written expression under close supervision; and they accordingly teach English in ever subject every day.

The courses in Science produce good results in the hands of a capable and enterprising teacher. General Science, Agriculture and Biology appeal to students if the teacher takes the trouble to bring illustrative material to the class and to plan some experimental and practical work. Where no such provision is made for bringing the lesson material within the ambit of the students' experience and giving it a real meaning, the teaching becomes little more than the setting forth of obscure text-book data, to be memorized by the students for use at examinations. The new text-book and manual for Chemistry 2 seem to be giving good satisfaction.

The least effective of the high school courses seem to be the courses in History. By far the greater number of teachers sense the need of helping their students to interpret the facts of the text-books in terms of current events and contemporary problems. Many of them believe that it should be the purpose of these courses to give high school students an insight into the mechanism of present-day society. But it is difficult for teachers to reconcile this larger purpose of History with the more immediate requirements of the final examinations. Until this reconciliation is effected, the teaching of this subject will leave much to be desired.

TEACHERS' CONVENTIONS

In October there was a convention of the Edmonton high school teachers, and in December a convention of the Calgary high school teachers. In November district conventions of high school teachers were held at Calgary, Edmonton and Lethbridge. At all of these conventions the attendance was large, the programmes were practical, and the enthusiasm of the teachers was thoroughly gratifying.

THE INSPECTION OF ELEMENTARY SCHOOLS

Every inspector of schools submitted an annual report on the work of the year. These reports make general and statistical returns on the field work, including the organization of school districts, the building of new schools, the operation and financing of schools, and attendance enforcement; on the organization of school fairs, school sports, and musical festivals; on teachers' conventions and institutes; on the qualifications, salaries and grading of teachers; on the supervision of instruction; and on advanced instruction in public school rooms. The reports deal in great detail with the problems confronting teachers, school boards and the Department; and when assembled and summarized, they furnish the Department with a Province-wide picture of the educational situation as it obtained on December 31, 1934.

The statistical reports show that, during the year, 5,013 inspections were made: 4,032 rooms received a single inspection, 455 rooms received two in-

spections, and one room received three inspections. Inspections were made also of 23 private school rooms, and of 45 Indian school rooms. On the average, an inspector made 186 inspections, and travelled 9,091 miles—764 by rail and 8,327 by road. The average number of inspection days was 106, and the average number of rooms inspected per day was 1.76. An inspector's average programme for the year was as follows:

Inspection	106	days
Investigation	28	"
Duties as official trustee	11.3	"
Duties as attendance officer	2	"
Examinations	23	"
Special work for the Department	25.2	"
Reports and correspondence	61.5	"
Total	257.0	days

The general reports of the inspectors are so lengthy and detailed that it has been necessary to condense and consolidate them by means of excerpts, and also to summarize their findings. Summaries and excerpts appear below, grouped under the following headings:

1. General survey of economic conditions and school finances.
2. The schools: organization, operation, and attendance.
3. The teachers: equipment, grading, salaries, conventions.
4. The teaching: curricular instruction, elementary and advanced.
5. School fairs, festivals, and sports.
6. Conclusion: progress and recommendations.

1.—GENERAL SURVEY OF ECONOMIC CONDITIONS AND SCHOOL FINANCES

In all but three or four of the inspectoral divisions, general conditions were reported to be definitely better than in 1933. The most important cause for this improvement was increased income from farm products. In large areas of northern and west central Alberta, where crops were good and prices of farm products encouraging, the morale of taxpayers was materially strengthened; and in consequence, school financing became easier. Current taxes were paid, and arrears of taxes were decreased; debenture payments were made, and other outstanding debts were reduced; requisitions were more fully met by municipal districts, and fewer bank loans and advances on requisitions were necessary.

A second cause for betterment is found in the fact that municipal and school districts made sounder adjustments to economic stress. They put their affairs on a more businesslike basis, and balanced their budgets. Many of them found relief in the operation of the Tax Arrears Consolidation Act. Others, by lowering the rate of current taxes, succeeded in collecting substantial amounts of arrears; and again others achieved the same result by offering a liberal discount on arrears.

In the east central and southern parts of the Province, school financing was invigorated wherever crop returns were at all favourable. Where crops were good, tax collections increased by as much as 50%. In the Lethbridge inspectorate, 92 out of 96 school districts showed a surplus on the year's operation account, and a few voluntarily increased the teachers' salaries. Where the crops failed, the equalization grants were the main resource for keeping the schools in operation. Under these circumstances, teachers' salaries decreased and salary payments were deferred. No funds were available to check the deterioration of school buildings or to make necessary repairs. Unless the crop returns are more bountiful in the coming year, the limitation of the aggregate grant to 75% of the teacher's salary will have the effect of further restricting the operation of the schools.

In the dry areas, after six successive crop failures, the problem of continuing to offer educational services in any form has now been aggravated to the point of despair. Since the farming population is largely on relief, taxpaying is almost impossible, tax consolidation agreements are in default, and co-operation under Section 131 of The School Act is a remedy of very limited application.

The problem of financing rural education is hardly less difficult in the newly-organized districts of the central and northern inspectorates. Here relief settlers and homesteaders have a scant acreage, little farming equipment, and no opportunity of earning ready money from casual labour. Even when they erect a log school house by community labour, they are often unable to finish the building without special assistance from the Government; and they usually have no further resources with which to equip the school or pay the salary of a teacher. Not a few of them are so indigent that they cannot send their children to school for lack of proper clothing.

Over the Province, as a whole, the operation of schools during the year 1934 attained a higher percentage than ever before. Despite the exiguous resources of school and municipal districts, 97.25% of the Alberta schools were in operation for a period exceeding 160 days. But year by year the difficulty of operating schools in newly-organized districts and in dry areas makes the inadequacy of the small administrative unit increasingly more apparent. If educational services are to be given to all parts of the Province in full measure, the present system of school financing must be reorganized on a broader basis.

Excerpts—1

"The fact that 92 districts out of the 96 in this inspectorate show a surplus over the year's operation is a healthy sign of recovery. Before the close of 1934 substantial tax payments will be made in most districts, and I am sure that the auditors' reports from this division will reveal that most districts are in a sound position financially.

"As an indication of confidence in the recovery made, two rural districts have increased the teachers' salaries, making the same retroactive from September 1st.

"All the districts that took out refunding debenture issues last year have provided for the payments falling due this year. The 13 districts that have defaulted did not take advantage of this generous offer last year. I think it would be advisable to recommend that where large amounts are overdue, a refunding issue be obligatory.

"The consolidation of taxes sponsored by the Government has materially assisted taxpayers in meeting their dues. Many school districts have profited from the scheme. I believe that this plan should be extended so as to provide substantial discounts to all taxpayers in arrears; for during the period when these were accumulating, school budgets were drastically reduced 40% and 50%, so that officials can afford to offer similar reductions in arrears and at the same time secure sufficient funds to keep their schools in operation. It is possible that with a little effort taxpayers in arrears would exert themselves in order to benefit from such a generous offer. I believe that such a plan is under advisement by the directors of the Lethbridge Northern Irrigation District. It is proposed to offer a reduction of 50% on all arrears. A discount of 10% on current taxes for a period of five years will be granted taxpayers who have consistently met their obligations each year."

INSPECTOR OWEN WILLIAMS, B.A., Lethbridge.

"Practically the whole of this inspectorate was blessed with good crops; and somewhat improved prices in farm products had a direct bearing on tax collections, which, from information received from the municipal offices, are considerably better than for the two or three previous years. School requisitions have been met in a much more satisfactory manner; in some cases, without any assistance from the banks, and as far as municipalities centred

in Calgary are concerned, the year closed without any bank loan carry-overs. The general outlook for 1935, as freely expressed by municipal secretaries, is much brighter than at any time since the depression made its appearance in the fall of 1929."

INSPECTOR J. A. MACGREGOR, B.A., Calgary.

"Adverse financial conditions did not interfere with the operation of the schools during the year. All schools attended to the education of the children within their districts throughout the entire year. The general attitude of both electors and school boards is that the children should have the best available in education.

"The outstanding evidence of progress and advancement in this division is the continuous, efficient operation of all the schools and increase in the number of well trained teachers. The relations between parents, teachers and boards in the great majority of the districts show a happy spirit of mutual assistance and co-operation."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"In reviewing the educational activities of the past year, one finds satisfaction in recording substantial progress despite continued adverse conditions. Through sound business management, the financial position of the great majority of the schools has been strengthened. Not only have the existing facilities been continued, but steady advancement is manifested through the regularity of operation, increased activity in the high school field, and a tendency to higher levels of teacher efficiency. School boards and rate-payers are developing a more optimistic attitude, and a determination to safeguard the interests of the school population to the best of their ability and resources.

"With four exceptions, every rural school district is either partially or wholly in a municipal organization; and while it may be held that tax collections have not increased to any appreciable degree, it is openly admitted that the operation costs have consequently been met more punctually than would have obtained under the old system of levies by the individual school districts.

"No special assistance has been issued to either assure or extend the terms of operation in this division. While crop yields are subject to the varying climatic conditions, a failure in this area is unknown, and a temporary setback in revenue can be met by the use of any reserve or by resorting to extended credit. The Equalization Grant under section 26a of The School Grants Act has been a very helpful factor in adding to the period of operation in the newer and weaker units of the division."

INSPECTOR J. J. LEBLANC, B.A., Edmonton East.

"Although it is still necessary for school districts to practice strict economy, practically all of them have put their finances in order, and are able to make reasonably satisfactory provision for the education of their children. People no longer procrastinate in the hope that improved conditions will eventually solve all their problems. They are endeavouring to fulfill their obligations from available resources. This attitude is a long step in the right direction.

"Improved financing on the part of individuals, school boards, and municipal councils, coupled with a more hopeful feeling on the part of most people, make the outlook for 1935 brighter than it has been in the past five years. Practically all of the schools in the inspectorate should function normally during the next two terms.

"It has been difficult to collect taxes on the east side of the inspectorate. The councils of municipal districts have taken the stand that they will pay out to school districts only the money collected from their ratepayers. This policy tends to stimulate the paying of taxes, but I intend to see that it is not carried to the point where it hinders the operating of schools or works a hardship on teachers."

INSPECTOR W. E. FRAME, M.A., Drumheller.

"Whereas a year or two years ago there was a feeling that so little could be done it was hardly worth while to make an attempt to better the physical and spiritual environment of the pupil, today the opinion seems fairly general that we are now "out of the woods," and that money and effort can advantageously be spent to further the interests of the school. The attempts to make income and expenditure balance are meeting with a very fair measure of success; all the schools in the inspectorate are running with more or less completeness and efficiency; budgets are, on the whole, on a good basis; and the personnel is happier."

INSPECTOR D. M. SULLIVAN, M.A., Camrose.

"Having become better adjusted to the economic stress of the times, and encouraged by better prices for farm produce this fall, the people have begun to look towards the future in a more optimistic frame of mind, which has produced concrete results in a substantial increase in tax payments. The Tax Arrears Consolidation Act has, I believe, functioned very satisfactorily in that many have availed themselves of its advantages, and have met the terms of their contracts."

INSPECTOR J. L. GIBAULT, B.A., St. Paul.

"Throughout that portion of the inspectorate where the farming community is well established on the land, there is some economic improvement, as compared with 1933. The municipal districts all find their school accounts in healthier condition, as do many collecting school districts. Retail merchants also agree in the opinion that this has been a better year than last. The disappointment arising from the failure of earlier hopes to materialize has blinded many people to this perceptible change for the better, with the result that the psychology of the general public shows no improvement as yet; but this change exists, nevertheless. In the homesteading districts conditions remain extremely bad.

"A number of factors have combined to keep the schools open. A fundamental one is the well-rooted conviction among people everywhere that any civilized society must give its children an elementary education at least, regardless of economic difficulties. The very large sacrifices required of teachers in the matter of salaries have done much to reduce the cost of providing school service."

INSPECTOR H. B. TROUT, B.A., Barrhead.

"Definitely less difficulty throughout the entire year, and especially in the second term, was experienced by school boards in the matter of financing operation. Few school districts in this division received from the municipal districts less than their full requisitions for the current year. Some payment on arrears of requisitions from previous years was possible in certain instances, where municipalities concerned had formerly experienced difficulty in securing sufficient funds for school purposes. Throughout the year I have received very few complaints from school districts relative to the slow payment of the requisition. Excepting in a few instances where the school budgeted too closely on its requisition, the foregoing conditions have enabled the school districts in this division to meet their obligations, both overdue and current, in a much more satisfactory manner than was possible during 1932 and 1933. Debentures, where such are outstanding, have been kept in good standing, and evidently met in a manner satisfactory to the holders. Only one case of dissatisfaction in this regard has been brought to my attention.

"The effectiveness of The Tax Consolidation Act as a measure for making the payment of arrears of taxes possible is now being demonstrated. This legislation has very definitely increased tax receipts for the year, and given needed confidence to a large class of distressed taxpayers in their ability to meet eventually their obligations and to continue their farming operations."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"The story of educational activity in this inspectorate during the year has been one of gratifying improvement. One year ago I reported that officials of school districts and municipalities were faced with new high

figures for debts and tax arrears; that borrowing facilities were inadequate to meet the needs; and that school operation had to be definitely curtailed. A considerable number of schools secured permission to close in January, intending to close also in December. However, the improvement has been such that several of them completed 180 days' operation, and more are planning 180 or 200 days' operation next year.

"It is certain that in the three municipal districts, collections of taxes and arrears from almost all school districts have far exceeded the requisitions. The 1934 requisitions have been paid in full, most of the unpaid balances from 1933 have been paid, and bank borrowings have been reduced. One municipal district has now no obligations to banks on account of school district accounts; the other two are making from 25% to 50% reductions from the amounts carried over by the banks a year ago.

"Many of the collecting school districts have also seen improvement in finances. Factors responsible for these have been the following:

- (a) Increased income of ratepayers.
- (b) Consolidation of tax arrears.
- (c) Energetic tax collection by the local representative of the Department of Municipal Affairs.
- (d) Drastic reduction in mill rate to encourage payment of arrears. (In one district I advised reducing the rate from 25 to 3 mills; taxes paid in cash have been more than three times as much as in any previous year.)

INSPECTOR H. E. BALFOUR, M.A., Grande Prairie.

"In the Stettler inspectorate, during 1934, our system of public education would appear from casual observation to be functioning much as usual; children of school age were, with the ordinary few exceptions, attending school as regularly as ever; all schools were in operation, and almost all of them for a school year of two hundred days; pupils seemed to be making good progress in their studies; there was no scarcity of well-qualified teachers willing to render professional service for what school districts could afford to pay; reports presented at the annual meeting of ratepayers were much the same as usual.

"Under a more careful examination, however, the system would be found to be working under considerable strain. Cause for concern about the maintenance of adequately high standards of school education became, during 1934, much greater than it had been; arrears of taxes continued to accumulate, and payments of current taxes decreased seriously; the majority of municipal districts were having to default on their payments to school districts on requisition account; many teachers had to go month after month without any payment from the school board on salary account; in many districts up-keep of school property had continued to be neglected; in many schools equipment and supplies had not been kept up to even a minimum requirement; and regular attendance of children at school had become difficult of enforcement on account of the great increase in the number of families almost destitute because of repeated failure of crops. Administrative troubles were increasingly great during 1934; they were, however, troubles related to the financing of education rather than those related to fundamental things in education, such as attitudes on the part of teachers and of learners, morale, zest for making better progress, enterprise, and enjoyment of school life."

INSPECTOR WM. E. HAY, B.Paed., Stettler.

"The year 1934 was a good one for farmers in the south; but they were also suffering from the results of a series of poor years. When I came here, I found many districts in very poor financial condition, with heavy arrears of taxes and debts owing teachers for considerable periods back. However, the good year which has just ended will go towards improving conditions. The splendid beet crop harvested in the northern part of the inspectorate is contributing to the optimism of the people and the finances of the schools.

"There is a very serious financial condition in the Cochrane municipality, one of the very few organized municipalities in the Cardston inspectorate. The irrigation system there has been such a burden on the people that their position seems almost hopeless. However, the affairs of the municipality are in the hands of a capable administrator, Mr. Kidney, and I believe that his

energy and vision will put the farmers of this splendid stretch of country back on their feet and re-establish them on their lands. The situation is still serious as I write. It is doubtful whether the teachers will be paid at Christmas, and there is even talk of closing the schools."

INSPECTOR A. R. GIBSON, M.A., B.Paed., Cardston.

"In the Crow's Nest Pass, where coal-mining is all-important, conditions have remained about the same. There is no indication that the coal industry is going to improve. Each pay day brings the miners from about two to five shifts. However, since the mines pay the greater part of the taxes, the schools there are all well financed, and are operating with almost no curtailment of service or decrease in teacher's salaries."

INSPECTOR CHAS. C. BREMNER, M.A., Macleod.

"The record of school operation in all parts of the inspectorate is as good as that of any previous year; teachers' salaries continued at practically the same rates in the fall term as in the first part of the year, in the cases of all districts except those affected by the crop failure in the north-east part of the inspectorate. In this group of districts the salary rates fell still lower, and in a number of cases salary payments have been delayed. There is no question but that the very substantial grants paid to many of the districts in the central part of the area, under the equalization plan of section 26a of The School Grants Act, which gives the largest grants to the districts with the smallest assessments, are a main factor in making it possible for these districts still to keep their schools in regular operation; the grants of several districts have been affected by the limitation of grants to 75% of the total salary paid to the teacher, effective since the first of 1934; but this has had no effect of decreasing operating periods as yet, though it may have such effect if another poor crop year is experienced."

INSPECTOR H. C. SWEET, B.A., Medicine Hat.

"Over the inspectorate, as a whole, very little crop was harvested during the past year. The southern part was dried out, and the northern part was either hailed or affected by frost. As a result, people in the south are very much discouraged, and many are on relief. This naturally affected educational conditions adversely; for where people have to fight for food and clothing for their families, the higher things are likely to suffer."

INSPECTOR R. H. LIGGETT, B.A., Coronation.

"In the Oyen division crop conditions were unfavourable for the sixth successive year. Early growth was seriously affected by the grasshopper and the cutworm. Only in the month of June was moisture ample for steady growth. Drought and hail during the months of July and August took their toll, and with the exception of the Acadia Valley district, where light crops were harvested, there was very little produce of any real value marketed throughout the year. Although the necessity for feed relief for live stock was not so great as in the previous year, the need for relief in the form of fuel, food and clothing was just as urgent. Generally, tax consolidation agreements were in default. Tax payments were light, and were applied upon outstanding loans. Seven of the ten municipal districts in this division were placed under the administration of the Department of Municipal Affairs because of financial difficulties. In September an agent of the Department of Municipal Affairs was sent to this and other drought-stricken divisions of the Province for the purpose of arranging guaranteed borrowings for the municipal units, in order that regular advances might be made possible for the operation of schools during the academic year 1934-35. The exodus of families from the district continued throughout the year, leaving non-revenue bearing lands to revert to the municipality or to the Crown. That operation costs might be pooled, school districts were joined where conditions warranted. Because of lack of funds, school boards were unable to purchase supplies and to carry out the needed repairs to equipment and buildings. Because of lack of work upon the farms, the demand for high school work in the one-room school was extensive. September brought a further lowering in the salary scale for teachers. Generally, conditions affecting educa-

tional activity and progress were discouraging to those responsible for the administration of schools. However, all children of school age were afforded the opportunity to attend school, and conscientious effort was made to maintain a good standard in the academic work of the school."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"Assisted by relief schemes many families are endeavouring to establish themselves in the western part of this inspectorate. Providing education for their children constitutes an outstanding and very serious problem. It is useless to make tax levies upon these people, for their resources are very limited. Where they have gone into organized territory it is often difficult to provide accommodation for them, but the difficulties increase if they settle where no school district has been organized. In some areas there are sufficient children to have a school district formed, but the electors vote down the erection of a school district, claiming they have no means of supporting it. In others, electors are very keen to have a school district formed, though they admit they have no means of operating a school, and have fewer than eight children. The Departmental correspondence courses are found very useful by those parents who will take trouble to supervise the work. No arrangement that can be made is going to work out to satisfy all. With the co-operation of interested parents and the Department, I am making the most reasonable arrangements possible to provide education for these children.

"By means of special grants from the Department and voluntary labour supplied by residents, three log schools have been built recently in these settlements. To get co-operation is frequently hard, and the period of construction is often greatly prolonged. The fine fall weather was very favourable for the completion of this work, however, and districts will soon be in a position to experiment with operation."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"In certain of the newer homesteading areas the school situation remains a perplexing one. Where the average acreage under cultivation per farm is little more than sufficient for a garden and feed for a few head of stock; where the homesteader must direct his energies and resources towards making his farm productive by clearing and breaking, the farm is not in a taxpaying position. It may provide a meagre living under thrifty management, but it can do little more than that. When prices are low and opportunities for cash jobs in harvesting and threshing are slight, the homesteader is forced to live on a barter plan; he does not have ready cash. The school operates mainly on credit, which invariably means that the teacher becomes the creditor, carrying the burden of the district's distress. At the close of any school term the tax portion of the moneys making up the salary of the teacher is not paid, and no further payment is made, excepting through the advances on the grants. Thus the teacher has for her term's work only a very small fraction of her earnings.

"The school buildings are usually plain, but fully comfortable log buildings which have been erected by voluntary labour from logs obtained locally. The finishing materials for these buildings are purchased with the funds secured from a special grant authorized by the Minister and forwarded to the inspector, who supervises the outlay of the money. Were it not for the special grant for this purpose, the problem of provision of school facilities in these new districts would be impossible of solution. To obtain larger sums in special grants would, of course, be helpful, but the solution of the problem of education in the new districts does not rest upon the building situation any more than it does upon the seeming impossibility of raising sufficient funds annually to pay the teachers and to keep the schools equipped. There is a great loss in efficiency in these schools through meagre equipment; another loss in short-term operation, and a source of serious concern in the engaging of teachers without having funds to pay them."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"From the dry areas in the southern part of the Province there has been a considerable influx of new settlers into some parts of this inspectorate. Many of these have located in the heavily timbered part of the country lying south

of Entwistle and east of the Pembina river. Others have gone farther west, and have taken up homesteads there. Consequently there has been a demand for the erection of school districts. There appears to be no scarcity of children in any of these proposed districts; but there is a decided scarcity of funds either for the construction of buildings or for the subsequent maintaining of the schools in operation."

INSPECTOR J. H. HUTCHISON, B.A., Edmonton West.

"The very weak school districts in new homestead areas are in worse plight than ever before. Relief payments, though less than a year ago, are still heavy; hay crops were flooded; harvest work was interrupted so that homesteaders secured little or no wages; and fur prices are lower; all contributing to a condition of hardship which makes tax payments next to impossible. These districts formerly received sufficient in equalization grants to ensure school operation. The effect of limiting total grants to 75% of the salary paid is forcing these districts into debt for the remainder of the teacher's salary. Forty-six school districts in this inspectorate have total assessed valuations of less than \$45,000, and are, therefore, adversely affected by this restriction."

INSPECTOR H. E. BALFOUR, M.A., Grande Prairie.

"In some parts of the country where persons refused to settle years ago, and where there are no organized school districts, relief settlers are being placed. For the greater part these are not farmers, and have not the experience nor the equipment to "make things go." In addition, they are handicapped by being settled on very poor land. It will be necessary to furnish the children of these belated settlers with school accommodation for such time, at any rate, as they remain where they are, and that is a problem. The Government must be prepared to do the whole financing for such school requirements. As far as this inspectorate is concerned, I do not think that unless additional settlers come in, more than two or three schools would be required, and these should be temporary. I do not think the problem a particularly serious one."

INSPECTOR W. J. McLEAN, B.A., Red Deer.

2.—THE SCHOOLS: ORGANIZATION, OPERATION, AND ATTENDANCE

During the year 1934 the Department of Education organized 33 new school districts, for the most part in newly settled territory of the central and northern inspectorates. In the majority of the new districts the school buildings are erected by community labour, with some assistance from the Government by way of a special grant. The work is supervised by the inspector, who sometimes finds it a matter of difficulty to get the members of the new community to co-operate. The procedure is not expeditious, but it has enabled many homesteaders to provide themselves with a school.

The operation of Alberta schools is closely bound up with the economic competence and financial ability of local school districts. One inspector reports that in his division not one school has been closed throughout the five years of depression, or has failed to operate for the full ten months of every year; and that there has been no recourse to special grants or to loans guaranteed by the Government. Another inspector, however, reports that two-thirds of the districts in his division required guaranteed loans to meet the cost of operation during the past year. Between these two extremes are found the great majority of districts which were able to operate their schools for at least eight months of the year.

Some districts shorten the school year by having a winter holiday during January and February, when the weather is severe, and the lack of clothing and footwear for the children makes itself felt. Others take advantage of various plans of Government assistance. In sparsely settled, unorganized territory,

where distances to school are long, there is an allowance to parents for conveyance of their children. Special grants are given to assist school districts in finishing new buildings. Loans guaranteed by the Government provide for payment of teachers' salaries in districts where the tax income is slow. Contiguous districts are permitted, under section 131 of The School Act, to co-operate in maintaining one school, and thereby obviate the expense of tuition fees. Equalization grants furnish substantial aid to districts of which the assessment valuation is low.

But even with these expedients, operating expenses are often of necessity cut to the point where efficiency suffers. The teaching load is increased, sometimes unreasonably. Nothing is available for supplementary reading books or other equipment that will vitalize the class-room work. There is no playground equipment. No money is spent on repairs, and the school property deteriorates. Under these circumstances, there is an obvious need for change in the method of financing and administering these schools. The rural school with a large enrolment is likely to be inefficient; and with a small enrolment it is certainly not an economical unit of administration. Experiments with a larger unit have been made, one in Turner Valley, where resources are abundant, and one in the Berry Creek area, where, despite scanty resources and unfavourable circumstances, a large number of districts are co-operating to do what none of them can do by itself, with remarkable results.

Excerpts—2

"At the present time I am official trustee of eight districts, the outstanding one of which is the Turner Valley S.D. No. 4039. This district is a consolidation of four districts, which have been joined for administration purposes. Since its inception, some five years ago, an official trustee has been in charge, and I was appointed in this capacity in July last. In this district I found a school system which affords unsurpassed educational facilities, and which redounds to the credit of those who conceived the idea and were instrumental in developing the scheme to its present high state of efficiency, and to the ratepayers who provide the funds. Fourteen public school rooms operated in different parts of the district, and a high school in which instruction in 32 units is given, provide the advantages of a complete primary and secondary education for the school population. A commercial course and two units of music are available, and the matter of providing instruction in manual training and domestic science is now under consideration."

INSPECTOR J. A. MACGREGOR, B.A., Calgary Rural.

"The Berry Creek S.D. originally contained 67 districts. It is now organized as one large unit, and engages 23 teachers. This is a decrease of three from last year, owing to the fact that some of the people moved away. We are operating two purely high school rooms, three rooms where the senior grades are taught, and 18 ungraded rooms. Last year we took care of 450 pupils; this year the number has dropped to 360. The salaries are about \$100 per annum higher than in the surrounding schools; hence we are able to keep a better class of teacher, and give the teachers greater continuity of tenure. The result is that a very fine type of work is done in this district, both in the junior and senior departments. One of our senior rooms last year had 17 pupils taking the work of Grades IX to XII. Every pupil passed every unit with good marks. When one considers that this work was done by a single teacher isolated 20 miles from the nearest town, with very little equipment, one must concede that it was a remarkable achievement."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

"During the year now closing there has been more reconditioning and general property improvement than has been possible during the past few years. The great majority of districts maintain the class-room in a serviceable, comfortable and cleanly condition, re-kalsomining or painting the interior regularly. Certain districts allotted small sums to provide supple-

mentary reading material and a few library books; but there is still much to be done in this direction. The average rural school library will probably fall short of the desirable minimum until such time as the district is required by legislation to devote each year some specified sum for this purpose, or until special library grants are again available.

"Unfortunately I am not able to report much improvement in the condition of school grounds generally. Many of these still need levelling and clearing of brush. Likewise more playground equipment is definitely needed. Shelter-belt planting has been neglected."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"One of the objectives I set for the year was an improvement in the school plant in each district. While this aim was not entirely realized, there was a gratifying response. At the time of my first visit to the school I drew attention, in most cases, to the need for painting and repairing the main building. Suggestions were given as to better ways of heating the building, improving or replacing the blackboards, or looking after the comfort and health of the children. In some instances I urged that a well be sunk. The number of districts in which these suggestions were carried out leads me to believe that the boards are very anxious to co-operate in making the schools more attractive. In a few instances the board went much further than I expected."

INSPECTOR D. M. SULLIVAN, M.A., Camrose.

"Financial conditions have been such that little teaching equipment could be purchased by school districts recently organized and that worn-out materials are not being replaced in the older ones. The greatest single lack in this respect is that of adequate library facilities. The Departmental library grant, given during the first few years of a school's existence, is helpful in newly organized districts, but this is only a drop in the bucket by comparison with the very great need that exists."

INSPECTOR H. B. TROUT, B.A., Barrhead.

"The writer has in a large number of instances suggested that the pupils be encouraged to make practical problems of interior decoration with their schoolrooms in mind. It might be that direction could be given trustees in these matters by the compilation of a booklet giving standards in arrangement and choice of colors for interior and exterior decoration, as well as specific advice dealing with the planting of protective and decorative shrubbery."

INSPECTOR H. A. MACGREGOR, M.Sc., Foremost.

"It is observed that the equipment of schools is, if slowly, surely deteriorating. My experience would lead me to think that trustees, when in convention, should give much of their attention to questions that are of vital importance rather than to things of no immediate consequence. Such lowly matters as the maintenance of a proper equipment, satisfactory school accommodation, and presentable school grounds, and other such obvious needs of rural education, should be given the consideration due them; and in the meantime, the question of changing rural school curricula could be allowed to rest."

INSPECTOR W. J. McLEAN, B.A., Red Deer.

"A number of joint operations were effected during the year, but we have about reached the limit of this type of organization. It has several weak points, chief of which seems an inability for two or more boards to agree for any length of time. Further, it is impossible to locate schools centrally for the pupils, and there is dissatisfaction on this score. Disputes also occur in regard to the amount of money that each district should contribute."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

"Such duties require a great amount of detailed work, and time which can not be spared from other districts and their problems, but they appear to be a necessity in some cases. While the inspector has certain advantages

over a local board of trustees, his distance from the school makes it impossible for him to function properly in all matters, particularly in the collection of taxes, having minor repairs attended to, and safeguarding health in case of an epidemic. It appears to me that a form of dual control should be evolved, in which the trustees elected by the ratepayers would conduct nearly all of the business of the district subject to the veto of the inspector when necessary. Such a method would serve as an intermediate step toward "home rule," and provide a means of educating individuals toward efficient management of school district affairs. There are other districts which would probably welcome some such modified official trusteeship."

INSPECTOR H. E. BALFOUR, M.A., Grande Prairie.

"The chief barrier to satisfactory attendance in this inspectorate is lack of suitable clothing in the homes. In the early fall children are kept out for harvesting purposes. Very often it is obvious that this privilege is abused, especially in the case of very young children who in the nature of things can not be of much help during harvest. I have endeavoured to correct this through visits to parents and talks to the pupils themselves. The problem of suitable clothing can not, however, be solved by mere talk. A large number of children had to wait till after harvest for footwear and outer clothing. As harvest was delayed this year, attendance figures were correspondingly reduced."

INSPECTOR D. M. SULLIVAN, M.A., Camrose.

"There is much complaint on the part of teachers with regard to the leaving of school of pupils who attain their 15th birthday in mid-term. Knowing that they will soon be leaving, these pupils often become a classroom problem through their faulty attitude. To some extent also they leave school a month or two prior to their birthday, in violation of the law. They are unwilling pupils if they return to school, and their absence is generally overlooked. It would appear desirable that the law in this respect should be amended to provide for attendance throughout the term in which the 15th birthday occurs. This would assist in the enforcement problem, and also provide the pupil with a complete programme of work in his final year at school."

INSPECTOR W. H. SWIFT, M.A., B.Educ., Athabasca.

"Parents of the Vegreville district, and especially of the Ukrainian districts, are most anxious to have their children attend school. Attendance percentages in Ukrainian schools are higher than in the English districts."

INSPECTOR A. L. DOUCETTE, B.A.Sc., Vegreville.

"Attendance, especially in the older districts, has been good. In some of the newer districts there has been more irregularity. There were no prosecutions for non-attendance; because, upon investigation, it was found that although many of the excuses did not come within the four corners of The Attendance Act, they were quite pertinent nevertheless, and from a humanitarian point of view unquestionably valid. Lack of proper clothing, long distances from school together with bad roads and inclement weather, or sickness in the home, have had much more to do with irregularity of attendance than is generally realized by any except those who have actual first-hand knowledge of conditions.

"Cases where parents are keeping their children at home through sheer indifference, in this inspectorate at least, are so extremely rare as to be virtually non-existent. The great majority are very much concerned about their children's education; and are quite perturbed when conditions over which they have no control oblige them to keep the children at home. The interests of the parents in this matter are evidenced not only by their expressed willingness to co-operate with the inspector and teacher to the limit of their ability, but also by the high averages of attendance to be found upon examination of almost all school registers. The average throughout the whole inspectorate would come fairly close to 90%."

INSPECTOR J. H. HUTCHISON, B.A., Edmonton West.

3.—THE TEACHERS: EQUIPMENT, GRADING, SALARIES, CONVENTIONS

The teaching body of Alberta is more professional in attitude, more thoroughly trained and better qualified than ever before. Approximately 62% of the teachers now engaged in class-room work have a permanent certificate, and approximately 45% hold a first class certificate. It is most gratifying to find that year by year the percentage of first class certificates is steadily rising.

The greater number of Normal School graduates have Grade XII standing. Records show that Grade XII Normal students are not, as a group, more mature than those with Grade XI standing, but that they have greater mental capacity and a larger equipment of academic culture. The Normal schools impart a sound knowledge of the technique of teaching, refined methods of procedure, and plenty of practical ideas about lesson material and class-room equipment. Recent graduates are better prepared than those of a few years ago to grapple with the problems of rural school administration. They are less likely to fail when they undertake to manage eight or more grades and a heavy enrolment in an ungraded school. Several inspectors comment on this point and recommend that the Normal schools put more emphasis still on the specific problems of rural school work.

On the average, the teachers of 1934 were appreciably more experienced than the teachers of 1929. The number of teachers having four or five years' experience greatly exceeds the number having one or two years' experience. Approximately 50% have had more than three years' experience, and in certain inspectorates as many as 70% have had this amount. School boards are now beginning to sense the fact that they get much more value for the salary they pay from an experienced, well-qualified teacher than from a beginner. The inspectors give their highest gradings to the more experienced teachers. The pressure of competition not only sharpens professional zeal, but compels inexperienced teachers to accept appointment in the less desirable districts, and to take a low salary in order to gain experience. For this reason, the number of inexperienced teachers in the dry areas greatly increased during the past year. The average change in personnel reported by the inspectors was 30%. Teachers and trustees alike are finding the advantages of longer tenure.

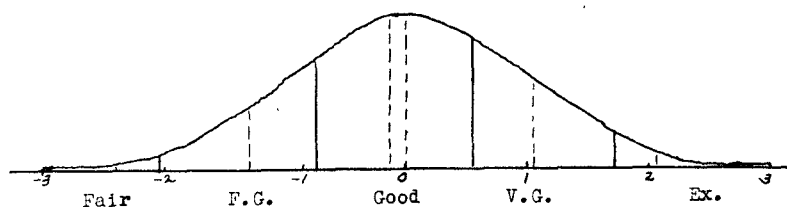
The percentage distribution of the aggregate gradings assigned by the inspectors runs as follows: Fair, 2.14%; Fairly Good, 17.35%; Good, 51.96%; Very Good, 24.16%; Excellent, 4.39%.

A symmetrical distribution was returned from the Oyen inspectorate, and approximately symmetrical distributions came from five others. The remaining distributions are skewed either positively or negatively (left or right). One inspector suggests that the following selective factors operate to skew his distribution towards the higher gradings:

- (a) Better selection and training at the Normal schools.
- (b) Keen competition for positions.
- (c) Longer tenure.
- (d) Annual increase in the percentage holding permanent certificates.

For the Province as a whole, however, there is no clear evidence of the operation of these factors, as one can see from the following data and graph:

Grading	Perc.	Cum. Perc.	End-point	Ord. at end-point	Mid-point	Ord. at mid-point
Fair	2.14	2.14	—2.025	.0514	—2.402	.0223
F.G.	17.35	19.49	—0.860	.2756	—1.292	.1731
Good	51.96	71.45	+0.565	.3410	—0.126	.3957
V.G.	24.16	95.61	+1.710	.0925	+1.032	.2352
Ex.	4.39	100.00		...	+2.107	.0434



On the graph preceding, the ordered series of grading categories has been spaced out on the baseline in sigma units, in such a way that the distribution will fit the normal curve. The computation data by which the series has been normalized are shown in the successive columns. The width of "F.G." is 1.165 sigma units; of "Good" is 1.425 units; and of "V.G." is 1.145 units. The fifth column shows the mean-points, which are spaced by 1.110, 1.166, 1.158, and 1.075 units, respectively. It is accordingly not necessary to assume that the distribution of gradings is skewed, or that it is not a normal distribution. It is more probable that the "Good" category is too broad: in other words, that the inspectors overwork this category. This practice may help some teachers, but it penalizes others, because trustees regard "Good" as "merely average." The remedy is to assign a few more gradings to the "F.G." and "V.G." categories. The breadth of the "Good" category is not so great that an upper and a lower "Good" are required.

It has been suggested that an inspector, in exercising his dual function of grader and supervisor, is really divided against himself; for although he grades the educational product, not the person, the teacher's personality does, nevertheless, affect the product, and the grading function accordingly chills the friendly relations that should exist between teacher and supervisor; and since the supervisory function is the more important of the two, the other should be discarded. There is virtue in this contention. Some of the inspectors attempt to provide for more supervision by frequent, short, supervisory visits in lieu of a single half-day of inspection. But the fact is that an inspector has far too little time for supervision. On the average, only 40% of his time is given to grading and supervision. He also serves as attendance officer, building supervisor, purchasing agent, financial adviser, special investigator, administrator, examiner, and sometimes official trustee. He is responsible for the efficient and uninterrupted operation of all the schools in his inspectorate. His office is virtually what in a city system would be that of a manager-superintendent. Logically he should be as free as the city superintendent to place the teachers who are under his charge in schools where they could do their best work; and in that event there would be no need for grading them. He would settle many of the disputes that now go before the Board of Reference. Even as matters stand, some of the inspectors attempt to treat the schools in their inspectorates as a system, and to function more or less as superintendents. One of them experimented during the year with a practical apprentice course in rural school administration for Normal School graduates who await appointment. Another was entrusted by a number of school boards in his district with the responsibility of selecting teachers for appointment. He engaged the teachers and placed them where he thought they would fit into "the system" to the best advantage. Beginners were given the less desirable positions, but if they succeeded in their "apprenticeships" they were "promoted." This plan merely anticipates what is likely to be the general practice wherever a large group of school districts is reorganized in a single unit of administration.

The average salary paid to teachers in rural schools during the year 1934 was approximately \$740, an amount lower by \$100 than the average for the previous year. Yet in a few districts school boards returned voluntarily to the statutory minimum. In the areas of economic distress, many districts were in such a plight that they could not have operated at all, had the teachers been unwilling to teach for the school grant. In some districts the ratepayers took turns at boarding the teacher in lieu of paying taxes. In others the Government came to the rescue of the teacher with guaranteed monthly instalments on salary account. But where the district owed previous teachers, the teacher in service could obtain only a pro-rata share of the grant.

Successful, well-attended and enthusiastic teachers' conventions are reported from all of the inspectorates. Some of the inspectors, however, propose to establish next year several two-day institutes and study-group gatherings at different centres in place of a single large convention; since by this change, freedom from distractions and a better opportunity for the discussion of individual problems can be ensured. It is an advantage to hold the conventions early in the fall term, when teachers can get assistance in planning the year's work, and can put new ideas into practice early in the year.

Excerpts—3

"Many of the Normal graduates inspected during the year give promise of efficiency in the technique of teaching, but they are deficient in the management and administration of class activities. To overcome this apparent deficiency in their training, I have attempted the following plan:

"At the end of October one of last year's Normal graduates was appointed to one of my schools; but I insisted that she spend the months of November and December in a class-room under the direction of one of the outstanding teachers in the Hutterite communities. A very definite course was outlined for her, similar to the week's training received at the Normal School. The teacher in charge has made very favourable reports on the progress made, and I believe that the beginner will be able to give efficient service when she assumes control of her school.

"As there are a number of Normal graduates still without schools in the city of Lethbridge, I am contemplating a similar plan with each of them, so that when positions are available I shall know that these teachers will be capable of handling the schools offered them."

INSPECTOR OWEN WILLIAMS, B.A., Lethbridge.

"During the year, but mainly during June and July, I was entrusted by 36 boards of trustees with the selection of teachers. In 10 of the cases, teachers who had rendered outstanding service in weaker districts within the inspectorate received more desirable positions. In other cases, I made recommendations only after conferring with Normal school instructors or other inspectors and, in most cases, a personal interview. Beginners of good promise were recommended to the weaker districts after a frank discussion of the financial situation to be faced. In a few cases, teachers who had not been successful were appointed to less desirable positions where the enrolment was smaller, and they are making a sincere effort to improve. I believe the effort and time expended have been amply justified, although there may be some instances where my choice was not as wise as could have been made by the trustees.

"Inexperienced teachers in weaker districts are exerting themselves to the utmost to advance themselves by this informal "apprentice and promotion" system; an increasing number are attending summer school, and many are studying to improve their academic qualifications. There are at least eight who will be writing University examinations at Easter."

INSPECTOR H. E. BALFOUR, M.A., Grande Prairie.

"It is regrettable that part of the gains in educational outlook brought by the teacher from the Normal School is ordinarily lost with increasing experience. True, experience increases governing skill, gives greater mastery of subject matter, and lends poise in teaching, but it also seems to bring a fatal tendency to mechanize the teaching process, so that the teacher's eye is increasingly upon the thing to be taught and less upon the child who is to be educated. Until such time as an altered curriculum places the emphasis where it belongs, and an opportunity is supplied for further professional training after a year or two of teaching experience, the summer school will continue to exercise a most valuable corrective influence against the teacher's unconscious tendency to revert to the customs of her own early teachers, and to fall into the rut from which educational gains are measured in terms of acquired knowledge instead of all-round development of personality. It is unfortunate that prevailing salaries tend to discourage resort to the facilities of the summer school."

INSPECTOR H. B. TROUT, B.A., Barrhead.

"With the recent Normal School graduates, methods are good, but there is seldom found coupled with them a mastery of the underlying thought elements found in the teaching of older and experienced teachers. On the other hand, teaching by the latter shows in some instances much formalism, and little growth, so that it may be said that they have five or more years of one type of experience, rather than years of experience. With this type of teacher emphasis is placed on the lecture method, instead of socialization, and projects which would bring out greater activity on the part of the pupils."

INSPECTOR X. P. CRISPO, M.A., Olds.

"The efforts and energies of teachers just out of Normal School are largely concentrated upon the immediate work at hand, which is generally the presentation of the individual lesson, and thus very frequently the longer range view of the situation, including review, co-ordination of subjects, and the broad principles of training, is not given sufficient attention. However, attention to these factors generally begins to develop during the second year's experience, when less concentration upon subject matter is needed, and when as a result of having completed one year's work the teacher usually feels more at ease and more a master of the situation."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"With regard to that equipment of the teacher, which is not of a physical nature, such as personal qualities, professional intelligence, insight and understanding, disposition, natural capacity for teaching, appreciation of basic principles and of effectiveness of methods used, mastery of the subject-matter of instruction, there are very few instances of general inadequacy. Nor more than two in a hundred teachers are lacking seriously in equipment of this nature.

"It is remarkable how much the learning of methods of teaching in Normal School functions in the professional performance of the inexperienced teacher and how little the learning of Grammar, of History, of Literature, of Geography, in high school carries over for his use in successfully meeting the situations of class-room, particularly those situations in which the learners are dependent on the teacher's fund of accurate knowledge of the subject in hand."

INSPECTOR WM. E. HAY, B.Paed., Stettler.

"The following tabulation indicates at a glance the general upward trend of teachers' qualifications:

	1929	1930	1931	1932	1933	1934
First Class	32.5%	34%	40%	43%	44%	59.5%
Second Class	65.5%	64.5%	60%	57%	56%	40.5%
Third Class	2%	1%				

It will be seen that for the first time the number of teachers holding first class certificates predominates, and the increase during the year 1934 is most pronounced. Teachers realized, after the depression began and the teacher supply exceeded the demand, that if they hoped to retain employment,

academic and professional standing would be a chief factor. Those in the profession with lower professional standing took steps by means of the Summer School, University Extension and correspondence courses, and in other ways, to improve themselves and increase their efficiency. Of eighteen "Normalites" who were appointed last September, fifteen hold first class certificates and only three the lower qualifications. The number of small high schools in which Grade XII is now being taught is increasing. It seems only a matter of time when those with the second class certificate will go the way of the third class and the permit teacher."

INSPECTOR J. A. MACGREGOR, B.A., Calgary Rural.

"It is to be regretted that the functions of inspector must be combined with those of supervisor, for the two duties are incompatible. The teacher who stands most in need of the supervisor's efforts is the one in whose eye the "grading" bulks largest; and if this is lower than she hopes for, the friendly, co-operative relationship, so essential between teacher and supervisor, is likely to be lost. When it is a person instead of a product that is graded, very undesirable results in human relationships may easily arise. From the standpoint of inspection, the grading system is of some use in supplying school boards with specific, if only approximate, information concerning teaching efficiency, but it is doubtful if any considerable proper use is made of this information. From the standpoint of supervision, the awarding of grades—unless it be for Departmental information only—does much harm and little good."

INSPECTOR H. B. TROUT, B.A., Barrhead.

"Throughout this inspectorate there has been a decided drop in teachers' salaries from the statutory minimum. In a few instances this minimum has been maintained, but the average salary now paid, I believe, would be approximately \$600 per annum. In many of the schools outside the boundaries of the organized municipalities, the teachers are getting their wages only in part. In some cases the ratepayers board the teacher in lieu of unpaid taxes. This eases the board situation, but in one case, at least, that was all the teacher received before Christmas.

"This condition, however, is not due, in the main, to a general lack of appreciation of the teachers' work on the part of the people, but rather to the absolute inability to meet their tax obligations."

INSPECTOR R. H. LIGGETT, B.A., Coronation.

"Two districts lying outside of the boundaries of municipal districts have had difficulty in securing money to pay their salaries and other bills when due. In these districts the amount of arrears of taxes is very large, but it is impossible to take strong measures to force collection, as the people are almost without resources. The teachers are forced to take very low salaries and to wait for long periods of time before being paid."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"In succeeding terms, and especially where there is a change of teachers, the salary situation gets worse. The amount carried by the teacher, or teachers, accumulates; the grants become smaller to any one teacher by reason of the apportionment of grants amongst all teachers to whom salary is due."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"Teachers' salaries are the lowest that they have been in this part of the Province for a great many years. They range from \$400 to about \$750, the average being about \$550 per annum. I believe that this low salary has been the reason for the large increase of inexperienced teachers in this part of the Province. Experienced teachers have little difficulty in getting schools that will pay better salaries than obtain here, while inexperienced teachers are willing to take a low salary in order to get experience."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

"Despite the fact that there has been some improvement in conditions in general, the improvement has not been evidenced by any increase in teachers' salaries. In every type of school and in almost every district they have fallen to new low levels. Ninety-nine teachers out of a total of 155 are engaged at salaries below the statutory minimum. The teachers of one-room rural schools, who have the heaviest loads to carry, have been the ones to suffer most. Seven only of these are now receiving salaries at or above the minimum. The salaries of 94 are below the minimum. The lowest salaries paid are \$500; there are five of these. A large number are receiving \$600 or \$650 per year."

INSPECTOR J. H. HUTCHISON, B.A., Edmonton West.

"One is impelled to consider other means of serving convention purposes than by the one convention; and in 1935 I should like to replace our present organization by about five one-day institutes or conferences at localized centres. According to approved supervisory principles, better success may be attained, both at convention time and in carrying forward a self-improvement programme during the year, by fostering the closer contacts and easier discussion possible to the smaller group of twenty or twenty-five teachers, especially where the problems of the members of the group are essentially alike."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

4.—THE TEACHING: CURRICULAR INSTRUCTION, ELEMENTARY AND ADVANCED

A.—Technique of Teaching

The technique of teaching has two main branches: the technology of instruction in curricular "subjects," and the motivation of class-room activity. Neither by itself takes full account of the learning process; but if a choice must be made, the latter is undoubtedly the more important. Nevertheless, during the past twenty years, educationists have directed their attention mainly and meticulously to technological problems: to testing, to measuring achievement, to the grade placement of subject material, and to a vast array of *minutiae* concerned with the setting forth of subject matter to be learned, willy-nilly, by children. They have studied exhaustively the question of how children learn; it now remains for them to study the more important question of why children learn, and to help teachers adjust the technique of class-room instruction to the findings on this question.

A child's life is an organic unit, of which his school-room activity is merely one segment. Regard for this principle has led educators to propose some changes in the traditional type of school programme, whereby (1) the experience that the child gains in the class-room can be interwoven more closely with his experience of the world outside; and (2) the natural activities of the child can be taken over more fully by the school to furnish the drive for class-room learning. The new "activity programme" involves, amongst other changes, a psychological rather than a logical grouping of learning material. The material now grouped under subjects will be regrouped under activities. This matter of regrouping has been taken under advisement by the Departmental Committee now revising the elementary school programme.

In the meantime, progressive teachers in Alberta, not a few, are making very commendable efforts to vitalize the work of their class-rooms by providing their pupils with frequent opportunities for activity and self-expression, and for applying new knowledge to experience directly, in projects and socialized work. These teachers give much thought to the individual needs of their pupils. They endeavour to develop initiative and the power of independent thinking. They recognize the value of a wholesome class-room and playground

environment, and train their pupils to keep the class-room clean, cheerful, and orderly.

In rural schools where the enrolment is large and all the grades are taught, theory unites with practical exigency in calling for plans of grouping grades and correlating subjects. Plans of this kind are discussed by Normal School and Summer School instructors; but the inspectors report that there is confusion in the minds of many teachers concerning the validity and feasibility of these plans; and they recommend that the matter be dealt with by regulations.

The newer techniques of teaching can be applied successfully only by teachers who have been trained in them, and besides this have had a few years' experience. Normal School graduates are equipped with plenty of enthusiasm, and a ready skill in presenting single lessons. They lack, however, the ability to take a long-range view of the class-room situation. As experience grows, they are more likely to view the single "lesson" in the light of its probable outcome, with specific reference to the integration and correlation of lesson material, to the organization of instruction in terms of objectives, and to review and practical assignments. A second year at the Normal School, after one or two years of experience, would be a great boon to the novices.

On the other hand, there are experienced teachers whose class-room performance is over-routinized, and whose technique of "presentation" is purely formalized and mechanized. Despite the progress of educational thought, they are enslaved to the tradition of verbalism: they teach from the textbook; they present facts to be memorized without the stimulus of illustrative or practical application; and they encourage parents to measure educational achievement in terms of acquired "knowledge," rather than in terms of the all-round development of personality. For these teachers a "refresher" course at the Normal School or the Summer School appears to be necessary.

But the greater number of Alberta teachers, let us state frankly, have a progressive professional outlook. Within the limits imposed by the present system of administration, they are doing their utmost to implement approved methods and techniques in their class-room work. They prepare their material carefully, plan their daily and monthly programme, and make ample provision for worthy outcomes in recitation, study and exercises.

The use of printed manuals and ready-made notes in the class-room is abating. These aids are the direct outcome of the formalized set-up of school programmes, from which progressive educators are everywhere trying to break away. In the hands of the teacher they are quite as valuable as any other source of systematized material. But in the hands of the pupil they encourage the memorization of cut-and-dried "facts," many of which are outside the perspective and focus of the lesson for which they are used.

B.—Elementary Instruction

Several of the inspectors express a desire for standard achievement tests in the skills and knowledges of the elementary curriculum. There seems to be no good reason why tests of this kind, if they can be standardized on the Alberta curriculum, should not be used. They would undoubtedly facilitate the work of supervision.

The inspectors' observations on the work in elementary subjects have been summarized in the following sections:

Reading: There is an improvement in the methods used in primary reading, and in the achievement of pupils in silent reading. There is special need for

expert supervision in the treatment of reading disabilities. Comprehension in silent and oral reading requires more emphasis. In Grade I oral reading is often fluent but mechanical, with no understanding of the thought. Limited facilities for supplementary reading are a serious handicap to the work in silent reading. If the child's reading is to be more than symbol recognition, he must have, besides good teaching, plenty of experience with ideas and thorough training in oral language. In the intermediate grades, literary appreciation requires more attention.

Composition: The best teachers of composition require neat work in all subjects. Writing, Spelling and Composition improve in all schools where a high standard of quality is demanded in all written work. Many teachers waste time in writing lessons, through failure to recognize that writing is not an end in itself, but merely an adjunct to effective language. In all schools, English or non-English, the standard in oral and written language is below that in other subjects. The remedy is to be found, not in better formal Composition lessons, but in more oral work in all of the lessons. Written assignments in Composition should be given only after thorough preliminary instruction, and they should be closely supervised and checked by the teacher. Pupils get little of value from correcting hundreds of sentences written by someone else. What they do need is abundant practice in putting their own thoughts and experiences into words.

Much teaching of Grammar fails for the reason that it presents the formal theory of language without giving practice in the technique of expression. The study of phrases and clauses, for example, becomes meaningful to the pupil when he learns how to manipulate them for the purpose of expressing his ideas effectively. Sentences for analysis need not be chosen from the textbook: they could better be chosen from the pupils' own efforts at written expression.

Arithmetic: The Number Highways are in general use. They are interesting and satisfactory, though some teachers need instruction in their proper use. Arithmetic gets a large share of time on the daily programme, but too little of the time is given to review, to the teaching of the necessary vocabulary, to "mental" arithmetic, and to the application of number facts to simple problem-solving.

Citizenship, History and Geography: There is a great deal of fact teaching in these subjects, and too little attempt to interpret the facts in terms of the pupils' experience. The use of printed manuals lowers the vitality of the teaching. History is unpopular, because the textbook is not inspiring, and there is very little material for supplementary reading.

Some excellent project work in Geography is done in the Ukrainian schools. The grouping of grades in history and geography is to be encouraged.

Hygiene, Music and Art: Teachers of hygiene endeavour to make this subject practical by insisting on good standards of cleanliness and personal attractiveness. It would be advisable to drop the idea that hygiene is a "subject," and treat it as a class-room project, involving such matters as proper food and clothing, an adequate supply of drinking water, and sanitary drinking appliances. All teachers should be encouraged to take a Summer School course in Physical Education.

Not enough time is given to music, even when the teacher is qualified to teach it. The festivals will improve this situation. Recent Normal School graduates are better equipped to deal with "monotones" and voices of poor quality.

The cost of materials for art tends to the neglect of this subject.

C.—Advanced Instruction.

During the depression years the demand for advanced instruction in ungraded schools has increased year by year. On the average, approximately 50% of the one-room schools offer instruction above Grade VIII, and in the drouth-stricken areas the percentage reaches 75. A few years ago, Grade IX instruction in rural schools was unusual; now it is a matter of course. The limit has crept up from Grade IX, through Grade X, to Grade XI. The demand for advanced work in rural schools is to a great extent the result of economic pressure, and is greatest where that pressure is greatest; for example, in the dry areas. It produces a very difficult, but a very urgent problem, which, in common with the greater number of contemporary educational problems, is primarily economic.

In the matter of high school education the boys and girls of impoverished districts have "Hobson's choice": they take either what they can get in the home school, or none. For the teacher, the choice is between the welfare of the elementary grades and that of the high school grades. Inspectors report that the teacher in an ungraded school cannot offer advanced instruction without detriment to the junior pupils. Unless the teacher is experienced and well-trained in the high school subjects, his service to advanced pupils is of no great value. But even under favourable circumstances, an inferior quality of instruction percolates down from the upper grades to the lower; with the result that the inspector cannot hold the teacher responsible for poor work in any of the grades. The subject of advanced instruction is frequently a matter for acrimonious factional disputes; and the inexperienced teacher in accommodating his programme to the play of local forces usually permits himself to be saddled with an unduly heavy burden of high school units. To meet these difficulties, the inspectors take various measures, some of which are the following:

- (a) They fix the amount of time on the daily programme for advanced instruction, e.g., 20 to 35 minutes.
- (b) They specify in their authorization for high school work precisely what units are to be taught.
- (c) If there are more than six elementary grades in the school, they authorize, at most, only one high school grade.
- (d) They prescribe a two-year cycle for Grade IX, limiting the number of units per year to four; or a three-year cycle for Grades IX and X, limiting the number of units per year to five.
- (e) They set up rigorous requirements for Grade X work, giving no authorization unless the teacher has good academic qualifications; unless the students are capable and serious; and unless the science equipment is adequate.
- (f) To protect the tuition in elementary grades, they require the teacher to make use of an assignment-supervision system, for which the planning and checking will be done outside school hours.
- (g) They recommend that the advanced students take correspondence courses in the units desired, under the supervision of the teacher, who will direct the preparation of the assignment, but give no school time to instruction.

In the two-room schools advanced instruction is much less objectionable; and in many cases work of a good quality is done. Usually Grades I to VI are taught in the junior room, and Grades VII to XI in the senior room. But some of these schools are handicapped by the same disadvantages that obtain in

the ungraded school: the teacher is inexperienced or poorly qualified, too many high school units are attempted, the high school room is overcrowded, or the facilities and equipment are inadequate.

In the towns and villages it is usual to find a high school room with fair equipment, in the charge of a properly qualified instructor. Many of these rooms achieve splendid results on the Departmental examinations.

In respect of advanced instruction in ungraded and two-room schools, the following recommendations have been submitted by inspectors:

1. That all Grade IX students from these schools be required to write on the Grade IX examination in all the units taken, before admission to a regular high school.
2. That no teacher be permitted to offer advanced instruction who does not hold a permanent first class certificate.
3. That the number of units of instruction to be offered by these schools be regulated strictly.
4. That central high schools be established in rural communities. Some of these should be residential schools.

Excerpts—4

A.—Technique of Teaching

"There is an ever-growing tendency among teachers to draw away from the mechanical, predigested methods of teaching, and to relate the instruction to the experience of the child through project and socialized work. Many have built up their own stock of reference material and teaching equipment, which has proved a valuable asset in poorly equipped schools."

INSPECTOR J. L. GIBAULT, B.A., St. Paul.

"The most common fault continues to be that teachers do too much formal work. Lessons are presented by the lecture method with little use of maps, diagrams, or the blackboard. The pupils are passive throughout the lesson. It is a very rare occurrence to hear a pupil ask a question during the progress of the lesson. The pupils do not take an active part in class discussions, as they should if they are to get a thorough understanding of the material and acquire the desired facility in expression. In many instances we still find the teacher assigning lessons to be learned. When the class period comes, the teacher quizzes the pupils on the material of the text. The questions demand facts rather than thought. More emphasis should be placed upon getting the pupils to think for themselves, and to express their thoughts freely in good English."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"The majority of teachers still place great emphasis upon the learning and mental absorption by the pupil of facts. Gradually, however, the teachers are coming to a realization that their work is much more effective and permanently valuable if they provide the best possible environment in the way of clean, cheerful, healthful and orderly surroundings. Increased attention is being given to interesting assignments, better motivation, and the creation of the proper mind-set in the pupil. Individuals are studied and encouraged, and their tasks suited to their mental capacities. It is not easy to follow each course in the curriculum definitely and still provide time for self-expression and discussion. There is a general tendency, therefore, to combine classes in literature, language, citizenship, and such subjects as will provide opportunities to rouse initiative and induce the slow and backward pupils to participate. I cannot say that inexperienced teachers are able to practice many of these principles successfully, but there is a large number of the older teachers who are steadily improving their teaching technique."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"My predecessor in the High River inspectorate has initiated the project type of teaching, and considerable success is achieved in the majority of schools. I believe the project method will be much more prevalent in the future, since this type of teaching involves pupil activity under teacher guidance, and is a wise modification of the "activity programme" much advocated in the United States."

INSPECTOR W. H. EDWARDS, B.A., High River.

"The result of the extraordinary shortage of school equipment for teaching is a prolongation of a servitude to verbalism in the class-room that has already lasted far too long. Children's learning is greatly facilitated if children, while they learn, can use fingers and hands on physical material, and have much sense-experience and freedom for self-expression in creative activities, such as drawings and constructions. Respect for this principle in the choice of suitable methods of teaching calls for a large stock of physical equipment for the teacher's use in the class-room.

"Young teachers often fail to realize that children learn a great deal as a result of carrying out well-directed activities. Over-routinized text-book teaching is a cause of weakness. Poor supervision of seat work is a common fault among young teachers. Beginners do not always know what standard of achievement to set up for their pupils. Last September several cases were brought to my attention where pupils had made fairly good marks during the year, but were not promoted."

INSPECTOR W. E. FRAME, M.A., Drumheller.

"It has been usual to find the more experienced teachers giving competent attention to the organization of their class-room work and to the equitable distribution of their teaching time among the grades in their schools. It is unusual now to find a teacher who does not prepare regularly a written topical outline or plan on a daily basis; these are often sufficiently full to provide for clear aims in the sequence of presentation, recitation and pupils' study or exercise work. A plentiful supply of printed material for the assistance and guidance of teachers is available from a number of sources; and as a rule such material is used intelligently as a means of securing systematization of lesson material; though occasionally too much emphasis is placed on memorization of such outlines or notes by pupils of senior grades, or the pupils are employed on long series of exercises from the published teachers' helps with such work insufficiently related to thorough instruction in lesson periods or to guided occupational or project work."

INSPECTOR H. C. SWEET, B.A., Medicine Hat.

"The large number of classes and daily lessons, and the improper gradings so frequently observed, constitute a major problem in rural schools. Integration plans for grouping grades and subject matter are needed. Teachers face the requirements of the course of study and an inspector's check-up, and seem unable to cut down the number of classes. It is not feasible to advise teachers that they may adopt flexibility and elasticity in presenting their subject matter, for teachers are not aware how far they can go. The uniformity of standards in rural, town and city schools is a constant obstacle for the rural teacher to face."

INSPECTOR A. L. DOUCETTE, B.A.Sc., Vegreville.

"There still exists the confusion and generally unsatisfactory condition with regard to the grouping of subjects and of grades. As time goes on this condition becomes gradually more and more pronounced. To some extent this is true because of an evident tendency on the part of Summer School courses to suggest certain combinations of grades and groupings of subjects as feasible. The suggestions may be well based, but so long as these suggestions have not the definite sanction of the Department of Education, and until the local inspector has better means of becoming acquainted with these suggestions than now exist, dissatisfaction to a measure is the inevitable result. Continuity of work between schools of similar type and between the work of two teachers in the same school when the change occurs is not as close as should be possible or desirable. I continue to feel that definite regulations in this matter are urgently needed."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"The plan for grouping grades for instruction in History and Geography (for example, Grades V and VI grouped for the Grade V course in Geography in one year with a similar grouping for the Grade VI course in the succeeding year) has been encouraged on a basis of definite planning, by instructors in Normal and Summer schools in recent years. Its use is most valuable when the same teacher continues in the school for at least the two years to complete the cycle, but in practically all cases the employment of this plan has had beneficial results in making possible fuller lessons and recitations and in conservation of teaching time."

INSPECTOR H. C. SWEET, B.A., Medicine Hat.

"In general, it may be stated that improvement is steadily taking place. To facilitate this it has seemed a first necessity to set a reasonable limit to the task imposed upon the teacher. An attempt to do this has involved—

"(a) Sharply decreasing the number of authorizations for teaching work above Grade VIII in ungraded schools. The extent to which this has been done is described elsewhere in this report.

"(b) Constant insistence upon judicious grouping of grades and definite and complete alteration of courses. To prevent confusion in case of a change of teachers, I now have in my office for future reference the complete record of the courses being taught to each grade during the present year.

"(c) Re-grading large numbers of pupils who cannot make further progress in any essential subjects because of their insufficient preparation in earlier grades."

INSPECTOR H. E. BALFOUR, M.A., Grande Prairie.

"Since results are of great importance in evaluating the teacher's effectiveness, an effort is made to measure some of the work in fundamental subjects on a standardized basis. Tests of known validity and reliability are not only of interest and importance in arriving at definite conclusions concerning pupil classification, but they are valuable in that they afford a tangible basis of attainment for teacher and pupils; and more important of all, they provide direct evidence in diagnosing defects and difficulties.

"I am convinced that nothing is more conducive to pupil achievement than the definite tracing of steps of accomplishment. This can be done with more certainty and accuracy when the difficulties are known and standards of attainment for the various grades established."

INSPECTOR W. H. EDWARDS, B.A., High River.

"Valid standards of achievement and performance, based on the course of studies for our own Province, are a vital need, and I beg to urge that this need be met by a published supplement to the course. The promotion tests give some assistance, but there are the greatest possible differences in the valuing of answer papers by individual teachers."

INSPECTOR H. E. BALFOUR, M.A., Grande Prairie.

"I am convinced that emphasis should be placed on neatness in the first three grades; for unless a pupil becomes conscious of a necessity or desirability for neatness in work before reaching Grade IV, comparatively slow progress in this direction is possible thereafter. Neatness and good quality in written work is commendable, not alone in itself; it is very often an index to the pupil's attitude toward his work generally. A neat pupil is most often also a capable and thorough pupil, largely because he or she does all work with a conscious effort."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"The use of blackboards by teachers in rural schools is a point which requires some thought. I am not at all sure that it is necessary for the teacher to spend hours of recess periods placing work on the boards. These exercises usually come from some pamphlet or from the text. I advocate a careful choice of materials; then the placing on the board of directive work in the matter of page and number of exercises taken from the authorized text. This places the rural teacher on a basis of equality with teachers of other schools, gives her more time for thoughtful selection of materials, and allows time for the supervision of the playground."

INSPECTOR X. P. CRISPO, M.A., Olds.

"The epidemic of class-room manuals which a few years ago first attacked the teacher, and was contracted in a virulent form by the pupils, has sensibly abated of late. These manuals, although primarily designed for the teacher's use, insinuated themselves into the hands of the pupils. I have conducted a vigorous campaign against their use by pupils, pointing out to the teachers that the use of such unauthorized booklets is expressly condemned under the regulations of the Department. Almost any kind of teachers' helps can serve a good purpose if wisely used, and I have been careful to advise teachers how these manuals and periodicals can be of the greatest value to themselves. Very few teachers now follow the practice of placing unauthorized helps in the pupils' hands except under guidance and within well-defined limits. Almost every teacher now subscribes for a professional magazine."

INSPECTOR D. M. SULLIVAN, M.A., Camrose.

"Gradually, too, the teaching technique in the class-room is being broadened and improved. As experienced teachers continue to attend Summer School, new ideas, methods and suggestions are secured. These improvements are diffused to other teachers in various ways, not the least important of which is the periodical gathering of teachers at the local A.T.A. centres, of which there are several in this division. Teachers are ever on the alert for new suggestions in method and seatwork. Current publications are scanned closely, and a wider interest in the "scrap-book" idea of building up a supply of supplementary material is noted."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

*B.—Elementary Instruction in English, Arithmetic, History, Geography,
Manual Arts and Physical Education*

"Many parents object to the emphasis now placed on silent reading, and actually complain because oral reading is not stressed more in upper grades. There is undoubted improvement in methods of teaching primary reading. Women teachers are, on the whole, much more successful with this subject than the men. There is an increasing desire shown for teaching helps, supplementary reading matter, and newer methods successfully used. The distinction between the reading lesson and the phonics lesson is more clearly realized. The need for expert supervision is very apparent in this subject. At the time of his visit the inspector is faced with a barrage of questions. Some of these may be the following:

1. Here are children who have been three years at school and still cannot read. What can be done to get them ready to enter the second reader?
2. Children of non-English parentage require special techniques. How shall instruction be adapted to their needs?
3. No primers other than the authorized book are available. Where may the teacher secure inexpensive supplementary material?
4. Which of the many teaching manuals and periodicals on the market should be bought for this particular school? How far may the suggestions in it be followed?
5. What can be done for over-age or retarded pupils? How shall a mentally deficient or handicapped child be dealt with? How can a child be improved who reads by sound and neglects the sense?

"Under our present system of inspection with one half-day visit to the school each year, it is impossible to give advice and assistance such as teachers need and are entitled to have. Some system of supervision in addition to inspection is urgently required in our rural schools, particularly for the inexperienced teacher. Questions as outlined above are answered more or less fully by the inspector. But he is unable to return and give further help, or check up on the results of his advice. When he finally gets back to the school he too often finds the teacher has left the district, and the new incumbent has the same set of difficulties to contend with. This applies to all the subjects, and also to problems of management, but seems to be particularly acute in the field of reading."

INSPECTOR D. M. SULLIVAN, M.A., Camrose.

"This inspectorate has a heavy population of children to whom English is essentially foreign. This situation requires that much attention should be given in the earlier grades to language work, with especial attention to the oral use of the English language. Ideas must always precede symbols; in fact, without the idea, a symbol is useless and empty of meaning. In school after school the inspector quickly senses the utter failure of the teacher to realize just why a pupil seems to recognize the printed word, and yet at the end of two or three years is making no more progress than earlier. The fact is that efficient teaching has not taken place, and outward appearances have deceived the teacher into believing that symbol-learning is synonymous with the development of mental abilities. New Canadian situations demand nothing more than good teaching, with long, thorough attention to oral language in its real sense."

INSPECTOR H. A. MACGREGOR, M.Sc., Foremost.

"Composition, both oral and written, continues to be below the general average standard of other subjects in the majority of schools. This condition exists quite apart from whether the pupils be English or non-English, but, of course, is accentuated in the latter instance. Teachers are not very well satisfied with our present prescribed texts in the subject. More reliance is placed by teachers upon printed pamphlets in this subject than in any other single subject of the curriculum. Pupils reach Grade VI and above in too many instances unable to express their thoughts clearly and definitely. This condition, I believe, does not result entirely from weak teaching technique during the formal composition period, for this teaching is generally on a par with other subjects. I attribute it mainly to the fact that in an ungraded room the teacher is rather too prone to assign copious written exercises as seatwork in junior grades, i.e., below Grade IV, often without sufficient preliminary instructions or help being given.

"The pupils endeavour to express their thoughts, but in doing so encounter difficulty in grammatical construction, use of words, spelling and punctuation. During a busy day these seat assignments do not always receive as close correction by the teacher as they demand. After a few repetitions the errors become fixed in the minds of the pupils, and eradication of them requires long and painstaking efforts. The remedy would appear to be more oral work, which is certainly needed, and only such written work assigned as can be well done by the pupils, closely checked by the teacher."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"Invariably I examine exercises in composition and look carefully over work books in other subjects. The best composition teachers require neat work in all subjects, but very many teachers overlook this practical way of teaching composition through correlation with kindred studies. The most interesting book to me is the pupil's so-called rough work book in composition. This shows the teacher's corrections, if any, and the way in which the pupil puts into practice his teacher's suggestions. Skill in writing depends largely on painstaking care and effort. Even the poor writers show marked improvement under a teacher who refuses to accept hastily conceived work in composition or writing."

INSPECTOR D. M. SULLIVAN, M.A., Camrose.

"Among individual subjects, oral and written language continue to yield the most disappointing results. The examination of hundreds of exercise books has revealed the fact that pupils are required to do thousands of 'exercises,' in each of which they supply one missing word, punctuate, or otherwise alter or correct a sentence written by some author, but they have had no practice in putting their own thoughts or experiences into their own words."

INSPECTOR H. E. BALFOUR, M.A., Grande Prairie.

"The instruction given in composition fails to produce the results we aim to get, especially in the senior grades of the public school. Style is faulty and the vocabulary is meagre and limited, indicating very little acquaintance with good reading material.

"Training to read must be fostered early in life; and unless suitable books are provided either in the school library or in the homes, this gift will be lost. Under such circumstances I believe it is a mistake to circumscribe the reading of the senior students to one or two recommended books. Teachers report that they experience difficulty in securing a receptive attitude to these books from the students.

"To overcome this difficulty I am conducting an experiment in the nature of a circulating library. A consignment of books was purchased for three schools of which I am official trustee. The amount spent for each school was \$15.00. In each of these schools the teachers are directed to exchange with one of the other two at the close of each month. Next year I am proposing to include five more schools in the group, so as to provide fresh reading material for each school at least once a month."

INSPECTOR OWEN WILLIAMS, B.A., Lethbridge.

"A close observation of the results obtaining in the oral and written phases of composition would indicate that the formal details dominate too largely the presentation of the subject to the detriment of originality and free expression on the part of the pupils."

INSPECTOR J. J. LEBLANC, B.A., Edmonton East.

"Nearly all of the teachers need better training in English and in the teaching of English. Very frequently they lack a correct perspective of the course of studies, and a knowledge of the relative values of the subjects, with the result that the major branches of English often receive less of the teacher's time than some of the secondary subjects. In literature there is still too much emphasis placed upon mastery of facts and too little upon appreciation. This, however, must not be regarded as the teacher's fault entirely, for even the tests with which she is supplied help to drive her to that type of lesson."

INSPECTOR CHAS. C. BREMNER, M.A., Macleod.

"A survey was made this year of the power of pupils to apply the facts of grammar and the technique of language to their oral and written expression. Our course is well designed to accomplish definite results in this direction. Until the seventh grade, there is no formal treatment of grammar, yet the material is there, to be taught in an indirect way—through the application of speech and written work. The indirect, habit-forming way is the true means to the end desired.

"As an example of good and bad teaching in the technique of language, I cite the case of an intermediate grade class, under one teacher, that knew more about expression than the seventh and eighth grade pupils, under another teacher, in the same school. The intermediate class appreciated the sentence, though they were not very apt in defining it. They could enliven a sentence by adding descriptive words to name words and action words. In this they seemed to appreciate clearly the difference between adjectives and adverbs, yet they had never learned these terms. They were even able to manage adjectival and adverbial phrases in a very informal way. Finally, after the pupils and myself had listed a number of connecting words on the blackboard, the pupils were able to choose those which are used in joining groups of words, in contrast to those used in joining complete ideas, to the rest of the sentence. In the more advanced class the pupils had learned what appeared to be a very great amount of grammar; they could explain and illustrate terms; they could analyze and parse; but they seemed at a loss when I asked them to build sentences with me—to add a suitable word, phrase or clause, here or there; they had poor success in applying their grammar to the correction and improvement of their own written effort.

"It would be to advantage if a manual were prepared to accompany the language course, offering suggestions and exercises for the guidance of teachers. Sufficient guidance is not offered in the course and the prescribed texts."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"In arithmetic, the pupils work too much by themselves. There is too little review, too little teaching of the vocabulary of the subject, too little mental work, too little problem construction, too little attempt to relate the material to the experience of the pupils."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"History is penned into the scope provided by concentrated, synoptic pamphlets. This is true of geography, too, which is taught through use of question-and-answer types of materials, the teacher losing sight of the larger relationships which should be part of a broad discussion, in the material of content subjects. The materials in use are not in themselves objectionable; but the cramped manner in which they are used by teachers who reduce the teaching of these subjects to a checking process, very similar to a correspondence course, is not real teaching."

INSPECTOR X. P. CRISPO, M.A., Olds.

"In history and geography there is too much fact teaching. Relations are not shown between the text material and what the pupil has learned himself outside the school. The younger teachers depend to a large extent on material in the text-books, both authorized and unauthorized, even during the actual teaching period."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"For the past three school terms I have followed with a good deal of interest an experiment in manual arts in a rural school. The range of work attempted with the pupils, chiefly as extracurricular work, is as follows:

- (1) Woodwork to construct bird-houses, small pieces of furniture and handy devices in fretwork.
- (2) Box construction from cardboard with designs in stick-printing or stencils.
- (3) Needlework in cloth and yarns combined with stick-printing, stencil-work and painting.
- (4) Developing, printing and enlarging in simple photographic work.
- (5) Modelling in wax, clay, plaster of paris, cement and lead (obtained from discarded storage batteries). The modelling also includes the making of moulds from suitable ingredients, so that any desired number of reproductions of a model may be made. From raw materials such things have been made as candlesticks, candle holders, pin trays, match containers, flower pots; and decorations for these, including inset and raised patterns or models of animals and birds to serve as handles.
- (6) Weaving and braiding of belts from cellophane papers. The belts are equipped with buckles which the pupils make by pouring molten lead into a mould. The finished buckle is polished or painted.

"The boys and girls of this school are always punctual. They come to school early in order to devote themselves to their hobbies. At intermission time they are either busy in organized games or working in their workshop. They have no time for haphazard play. Although this school is doing more in this kind of endeavour than most teachers would feel competent to direct, it points the way to a type of service that many other schools should provide."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"There is in some quarters an idea that P.T. is not one of the required subjects. I find an improvement in the methods in this subject, and an increase in the number of teachers devoting systematic attention to it in all months of the year. I hope, by stressing the value of this course, to encourage teachers to take the summer training. The scholarship for last year was won by a woman teacher, and she and a number of others who hold special certificates accomplish very creditable results in their schools.

"There is great variation in the practical applications in the class-room of instruction in hygiene. A number of enthusiastic teachers insist on a good standard of cleanliness and personal attractiveness in their pupils. This is

accomplished by example and precept, by inspection of hands, hair, floor in pupil's vicinity, tidiness of desks. Monitors may, under supervision, help with this phase."

INSPECTOR D. M. SULLIVAN, M.A., Camrose.

C.—Advanced Instruction

"The difficulties concerning high school instruction in the rural districts are now the most immediate educational problem in Alberta. At the present time the high school pupil in the rural district is in an unenviable position. If he is fortunate enough to reside in a district with a comparatively small school enrolment, he is privileged to take high school work in his home school. If, on the other hand, the enrolment is large, the school inspector cannot conscientiously authorize high school instruction. Very often the parent cannot afford to educate the pupil away from home, and in some instances school boards have difficulty in paying the necessary fees.

"I cannot see the advisability of chopping off the education of these ambitious young people, and yet it should not be allowed to interfere with the education of the junior pupils, for whom the school is primarily intended. The children of rural schools will for many years provide the majority of our population, and they require and deserve high school education. The first necessity is a thorough survey of high school needs in all rural districts; and this should be done on a Province-wide basis."

INSPECTOR W. H. EDWARDS, B.A., High River.

"The demand for advanced instruction in the ungraded school was equally as great as in past years. There is little upon the farm to provide employment, and consequently the parents are anxious that their children continue their studies. Accordingly, 75% of the teachers in the rural schools were required to teach grades above the eighth during the past term. Parents are in no condition financially to send their children to high school centres. I find it very difficult indeed to regulate this phase of the work so that the teacher will have time to do justice to the tuition of the elementary grades. The teacher who meets the situation successfully must be prepared to guide the high school students under a well planned assignment-supervision system, which will require much planning and checking outside of school hours. A correspondence course within the price range of the parents would be of great assistance to both pupils and teachers. The high school students could then pursue their courses under the supervision of the teacher without drawing too heavily upon her time."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"The mental attitude of some parents and trustees is more or less astounding, when it comes to determining the advisability of teaching advanced work in the district school. Some parents, irrespectively of conditions in the school, demand that the advanced work be taught, simply to suit their convenience; while some trustee boards refuse to allow it, even though the conditions are favourable. These matters at present are not settled until after school commences in September, and it is rather awkward to upset arrangements which have already been instituted. This difficulty could be circumvented if the inspector were advised, before the end of the June term, what plans school boards were considering to provide advanced instruction for the children of their respective districts after the summer vacation."

INSPECTOR J. A. MACGREGOR, B.A., Calgary Rural.

"It is worthy of note that the increase in the number of schools doing high school work this year is entirely confined to Grade X work. The carrying of Grade IX work in the average rural school is now taken for granted by the majority of school boards. Following this condition, an increase in the demand for Grade X is perhaps only natural, and one sometimes wonders just where the limit will be reached. So far I have been able to confine this work to the first two grades of high school, but I foresee greater demands for Grade XI in the near future."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"In connection with advanced work, I have continued a plan tried first three years ago, and since then given more general application as conditions have warranted, and as trustees and parents have become acquainted with it.

"By reason of the unit system in our high school course and the rather large volume of work for Grades IX to XI, I have recommended placing those students who commence their high school work in the rural school on a four-year schedule to Grade XI, save only where the teaching conditions of the rural school are exceptionally favourable. Under this scheme the students take four or five units per year for the first two years. Thus a reasonable chance is offered for a thorough grounding, and if the students go on to a town school to complete the work of the tenth and eleventh grades, they may more likely succeed there. Experience has proven that the rural children, entering Grade X in the town school, too often meet with failure and discouragement through no direct fault of their own, but through their having undertaken the full programme of ninth grade work under the very limited teaching conditions of the one-teacher school, and with the all too common sketchy grounding of the eighth grade.

"I have found general approval of the two-year plan for the work of Grade IX, including also two or three units from the work of Grade X in some cases, once the aim of the plan has been fully explained to the trustees, parents and teachers concerned. The student who is very capable is not precluded from taking a few units under the private study or correspondence method, either alone or under the direction of the teacher."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"Teachers not qualified to teach the higher work are employed. Pressure is brought to bear on these teachers to have the pupils pass their grade, with the result that in many instances the high schools are loaded down with boys and girls poorly prepared to proceed with the work of the next grade. As soon as finances permit, I believe that Grade IX pupils in the ungraded schools should be required to write a Departmental examination before they are admitted to a regular high school. This would allow opportunity for those pupils who wish only to get a little more education to do so, and at the same time it would insure a proper standing for the boy or girl who wishes to proceed to any higher institution."

INSPECTOR R. H. LIGGETT, B.A., Coronation.

"Your inspector is of the opinion that the Department should set definite academic qualifications for those teachers who are to be permitted to teach the work of the high school grades. There are now plenty of teachers who hold satisfactory qualifications, yet at present there are eight teachers holding second class certificates attempting to teach Grade XI work. The Department of Education should also have control over the two-room school in so far as to determine whether or not Grade XI work is to be permitted in the school."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"Grade IX instruction is carried on in approximately 30% of the ungraded schools of the inspectorate with fairly satisfactory results. If the teacher is guided by the requirements of this extended service, there is serious encroachment on the time and attention that should legitimately be devoted to the public school grades, especially in the junior section. Trustees and parents are realizing more and more that there are definite bounds to the scope of the work and efficiency that can be imposed on a one-room organization, and any attempts to encroach unduly on the normal activities of the organization react detrimentally to both spheres of instruction. The problem of making high school service accessible to the boys and girls of the rural areas appears to be no nearer a satisfactory solution in so far as school districts that are not contiguous to a hamlet or village are concerned, and no immediate relief is in prospect while the initiation and financing of the advanced service is left to the individual school districts.

"There are 26 two-room schools in the inspectorate where instruction is given in the regular units of the first two years of the high school course, and in four of these organizations the scope of the service has been extended to Grade XI. It is not advantageous to the school organization as a whole

to have the third year of the course taught in these schools, as the extra work can only be successfully carried on at the expense of some of the other branches of the teaching service. Very few of these schools are willing to provide adequate equipment for the teaching of the scientific subjects.

"The high school problem in organized centres is readily met when the student enrolment attains the average required by The Grants Act for payment of the generous grants in this field, and the school district finances prove adequate to liquidate the remainder of the costs involved. However, it often follows that a school district lacks the funds to carry on special service, or again has an insufficient number of students to warrant capital outlay of a permanent nature. In two such cases, temporary class-rooms have been set up and the outlay for operation costs over and above the grants and statutory fees has been liquidated by voluntary contributions from the parents of students in Grades XI and XII enrolled in the senior department."

INSPECTOR J. J. LEBLANC, B.A., Edmonton East.

5.—SCHOOL FAIRS, FESTIVALS, AND SPORTS

Since the withdrawal of Government support from school fairs, many of them have gone into partial or total eclipse. Their value is indisputable: as a motivating influence on school work, as a source of information for the community regarding school work, and as a means by which communities may meet and become acquainted with one another, and with desirable standards of achievement in local activities of many kinds. In the absence of Government grants for prizes, several school fair associations financed their prize-lists by local subscriptions. It is possible that some of the fair associations have overstressed the importance of money prizes. A few of the associations provide a short festival programme at the conclusion of the fair.

The festivals are becoming more popular every year. They stimulate appreciation for artistic work in music, dramatics, elocution and dancing, and indirectly they improve the tone of the schools and the quality of the regular work. The committees of the large festivals have found it expedient to organize sub-festivals in the four or five local centres tributary to each of the main festivals, at which elimination contests are held simultaneously, the winners alone competing in the final contest. This plan works very well. It relieves the festival officials from an overwhelming burden of entries, makes the programme less cumbersome, and reduces the distances that the children have to journey. It increases, however, the difficulty of securing expert adjudication.

At the festival of the Lamont inspectorate, held at Fort Saskatchewan, no medals or trophies were awarded; instead, the performances were graded as good, very good, superior and excellent. In this manner, competitions between individuals and between schools were replaced by competition against a standard of quality. The plan was satisfactory to all concerned.

Sports days and track meets are usually organized under the local teachers' convention. The success of these events usually depends on the organizing ability of the officials in charge. If the field force is sufficiently large and the management competent, the results are highly satisfactory. Many of these organizations have grown to such an extent that elimination contests are run off at the smaller surrounding centres before the final contests.

Excerpts—5

"The annual School Festival of the Lamont inspectorate was held in Fort Saskatchewan in May. There was a large attendance of pupils and parents. Most of the events were keenly contested. No medals or trophies were

awarded. No individual or group was placed "first," "second" or "third" in any competition. All competitors and groups had their work graded on a scale—superior, excellent, very good, good. Those entrants whose work was not considered good were not placed on the scale. All individuals and groups competing were given certificates stating the quality of the work they submitted. This scheme is an attempt on the part of the Festival Association to avoid competitions between individuals and schools, and to have rather competitions against a standard of quality. This scheme was found to work so satisfactorily that the teachers in convention voted to adopt this method in future. Parents, pupils and teachers are alike satisfied with this type of adjudicating."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"A plan was devised this year whereby the festival movement would reach 75% of the schools in the inspectorate. Five simultaneous elimination competitions will be held in the principal centres, following which the prize-winners will compete at the main festival at St. Paul. It is expected that this scheme will also tend to raise the quality of the work to higher levels."

INSPECTOR J. L. GIBAULT, B.A., St. Paul.

"The school fairs at Hanna and Springwater were carried on as usual, despite the crop failure. A very small exhibit of vegetables was shown at Hanna, but there was a fine showing of live stock and poultry. The exhibits of school work continue to be of the very highest order. At Springwater there was a surprising amount of farm products shown, when the drought is taken into consideration. Both of these fairs continue to hold a great interest in their respective parts of the inspectorate. It is intended to carry on again in 1935 in spite of discouraging conditions in the past five years."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

6.—CONCLUSION: PROGRESS AND RECOMMENDATIONS

The economic improvement of 1934, slight as it was, made school financing easier, and materially aided many school districts in liquidating some of their outstanding indebtedness. Not a few districts took steps to check the deterioration of school property and to replenish equipment. Full-time operation of all the schools was more nearly realized during 1934 than ever before. The teaching personnel was more stable, more experienced, better trained, and more highly qualified than at any time during the past five years. School boards showed more appreciation of the value of high quality in the teaching service, and exercised more care in the selection of teachers. There was an increased demand for high school instruction throughout the Province, which was met to the fullest extent possible under the existing circumstances. The paramount educational problems of Alberta are so closely linked with economic and financial problems that further progress in education is not likely to occur until some, at least, of the latter problems are in the way of solution.

Recommendations are offered by the inspectors for the establishing of larger units of administration, with central and residential high schools for rural areas; for the restoration of library grants; for standardized tests of achievement in elementary subjects; for the control by Departmental regulations of the qualifications to be required of teachers offering advanced instruction in ungraded or two-room schools; for the control of the number of units of advanced instruction offered in ungraded or two-room schools; and for requiring rural Grade IX students to take a Departmental examination in each of the units studied by them before admission to a regular high school.

REPORT OF ATTENDANCE BRANCH

(D. C. McEachern, *Chief Attendance Officer*)

ATTENDANCE

During the year 1934 the Attendance Branch of the Department dealt with the enforcement of The School Attendance Act and the operation of schools throughout the Province.

The number of preliminary letters sent to parents during the year was 2,950. In 2,208 cases children were returned to school following these letters. In 89 cases children had removed from the district. In 50 cases sickness was the cause of absence, while in 17 cases the children were either over age or under age. In six cases the schools were closed, thus making it impossible for the children to return. In six cases the children were exempted for work, while in 24 cases poverty was the cause of absence. In three cases road conditions were such as to excuse the children, and in two cases the distance was such as to excuse the children, while in three cases the children were receiving instruction at home. In two cases the children left school to be married. Two hundred and twenty-three cases required further attention, and in 317 cases reports were not received from the teachers following letters before the close of the year.

The number of "Warning Notices" issued during the year was 530. In 352 cases the children returned to school within the time limit specified. In 19 cases the children had removed from the district. In nine cases the children were sick and unable to return within the time limit. In eight cases the children were either over or under the compulsory attendance age. In two cases certificates of exemption had been granted for work at home. In one case the school was closed, thus making it impossible for the children to return. In eight cases absence was due to poverty. In two cases distance and road conditions were such as to excuse the children. Eighty-four cases are still under observation, and in 45 additional cases reports had not been received.

There were 44 cases referred to school inspectors for investigation and prosecution. After investigation, six prosecutions were instituted, resulting in five convictions and one dismissal. The inspectors' reports following their investigations showed that sickness and poverty caused the absence of children in three cases, while two children had removed from the district in which they had been enrolled, and in three cases the class-room was overcrowded. In one case the children had been placed under the care of the municipal district. In 29 cases up to December 31st, 1934, the inspectors' final reports had not been received.

In the city and town schools The School Attendance Act was enforced by local attendance officers. The reports received from these officials indicate that during the year there were 217 final warning notices issued by the attendance officers, resulting in 27 prosecutions and 27 convictions. The total number of work certificates granted in towns and cities during the year is shown by the reports to have been 176.

The average monthly percentage of attendance for the year ended June 30th, 1934, was 90.18. The average monthly percentage of attendance in town schools during the year for the months of actual operation was 93.53, and in the preceding year was 92.53. Returns from town, village, and rural schools show that of the pupils enrolled 72.18% attended more than 160 days. For the previous year the corresponding percentage was 71.02.

The number of pupils enrolled in all grades during the year ended June 30th, 1934, was 172,040, while for the preceding year it was 171,445, an increase of 595. In 1933 the percentages of enrolment are shown to have been 82.87 in the elementary grades and 17.13 in the secondary grades; while for 1934 the percentage of enrolment in the elementary grades is given as 82.42 and in the secondary grades as 17.58.

OPERATION

In practically all school districts having children of school age and school buildings to accommodate them, provision was made for the education of such children either by operation of a school in the district or under joint agreement providing for their education in one or more adjoining districts. Agreements for joint operation were made and approved to provide for the education of the children of 145 school districts.

In 29 school districts there were no children to be provided for and no liabilities to be met; consequently these districts have been during the year under The Educational Tax Act, the lands being liable for taxation to assist in general education throughout the Province. In 34 school districts there were no children of school age to be provided for, but because of liabilities these districts have not been placed under The Educational Tax Act. In each of two districts there was but one child of school age, in each of two districts there were but three children, and in each of two districts there were but five children for whom operation was not provided, making a total of 18 children. In some cases the children attended other schools, and in others the parents received assistance through the correspondence course provided by the Department.

Thirty-three new school districts were organized during the year, six of which operated schools before the end of the year and two provided for the education of their children by joint operation under Section 131 of The School Act.

The following table will indicate comparison between conditions during the year ended June 30th, 1933, and that which ended the 30th of June, 1934. It reveals the fact that the average monthly percentage of attendance shows an increase of 1.49% above that of the preceding year, the average monthly percentage of attendance being 90.18, which is the highest record yet attained. The percentage of schools which operated more than 160 days shows an increase of .7% from that of 1933, the percentage being 97.2. Out of a total of 3,428 schools which operated during the year, 3,334 operated more than 160 days.

	1933	1934
Total enrolment of pupils	171,445	172,040
Number of School Districts operating	3,451	3,428
Number of rooms operating	5,796	5,782
Warning notices issued (in other than town districts)	400	530
Prosecutions	14	6
Convictions	11	5
Average monthly percentage of attendance	88.69	90.18
Percentage of total enrolment in High School Grades	17.13	17.58
Percentage of schools in operation which operated more than 160 days	96.50	97.25

REPORT OF THE SCHOOL-BOOK BRANCH

(W. H. NOBLE, *Manager*)

When this branch was organized the Government laid down the policy that it must be entirely self-supporting; that is, meet all charges of operation such as rent, insurance, salaries of staff, interest charges on capital invested, and any other incidental expenses. It is also the policy of the Government that this Branch shall just break even—show neither a profit nor a loss. Last year the

gross business transacted amounted to \$114,516.00, and the surplus over operating costs amounted to \$183.06. This business is derived from the sale of text-books, supplementary books for school libraries, books supplied to some 317 schools in lieu of library grants, and supplies furnished to district secretaries for their financial records.

Last year this report contained for the first time figures with reference to the distribution of text-books for Commercial and Technical high schools. Sales to the former amounted to \$9,621.35, representing 10,499 volumes, while students in the Technical schools absorbed but 1,262 volumes at a cost of \$1,590.10. As in the case of all types of business, these amounts are considerably below those of the first year.

In the past four years there has been a steady decline in the sale of text-books to all grades and in all subjects. This decline has averaged about 10% each year. Such a condition adds greatly to the problem of maintaining an adequate stock and yet never allowing the Branch to become over-stocked in any one line. It is confidently expected that business during the coming year will show a considerable improvement, and that the progressive decline will be permanently checked.

Contrary to general belief, the average length of time of an authorization is considerably more than ten years. Text-books do not change frequently. A summary recently made reveals the fact that more than 75% of the texts now authorized have been in use for ten years or more. This fact, coupled with the growth of the used book business, explains in large measure the decline in the business of the Branch. For instance, during the past year purchases of new books totalled 165,000 volumes, while four years ago 285,000 volumes were required.

The following table gives comparative figures as to the year 1930 and the one just closed:

ELEMENTARY GRADES					
Grades	Volumes		Retail Value		
	1934	1930	1934	1930	
IV	27,014	55,396	\$ 7,961.35	\$16,981.35	
V	18,305	26,989	8,211.70	15,791.90	
VI	11,959	12,372	9,042.25	16,126.40	
VII and VIII	17,184	40,652	10,198.15	25,649.80	
Supplementary Readers and Reference Books	6,088	14,674	3,509.90	8,698.60	
	74,462	135,409	\$35,413.45	\$74,549.45	

SECONDARY SCHOOLS					
Grades	Volumes		Retail Value		
	1934	1930	1934	1930	
IX	20,852	55,165	\$16,472.50	\$41,644.70	
X	18,336	30,788	12,449.00	24,832.35	
XI	17,930	25,600	9,463.60	14,679.70	
XII	19,869	14,731	19,496.90	14,857.63	
Dictionaries: French and English	4,840	6,888	2,322.05	3,335.65	
	162,377	283,255	\$99,127.40	\$182,598.08	

From year to year the number of school districts purchasing direct from the Branch and distributing direct to the pupils continues to increase. This, of course, means a considerable saving to the pupils, since the district purchases through this office at the same wholesale discount as given to the retailer. During the past year the sum of \$19,291.32 represents the sale of text-books and special books for school libraries which have been purchased direct by school districts. Not less than 1,000 districts have dealt directly with us for some portion of their school needs during the past year.

DISTRIBUTION OF CANADIAN READERS

Books I to V of the Canadian Reader Series are furnished free of charge by the Department of Education. This Branch attends to the matter of distribution. The following shows the number of each title thus distributed:

Book I	16,046	Book IV	14,572
Book II	14,475	Book V	14,134
Book III	14,353		

At midsummer the new Readers recently authorized became available, and sets were supplied to the Normal schools for use during the current year. They will be distributed to the schools generally early in the new year for use next September.

REPORT OF SCHOOL BUILDINGS BRANCH

(H. KINGHAM, *Building Supervisor*)

The value of school building work for 1934 has shown an increase of \$13,254.13 over 1933, and \$22,125.89 over 1932. The number of jobs, also has shown an increase of 23 over 1933. Building prices, which rose slightly towards the end of 1933, have remained steady during 1934.

Approved building projects, including new buildings, repairs and renewals, additions and alterations, barns, residences, etc., during the year 1934, were as follows:

STANDARD DEPARTMENTAL PLANS

Erected by voluntary effort, and in many cases with a special grant of \$150.00:	Number.	Cost.	Average Cost.
Log plans	29	...	...
Barn	1	...	...
Erected by voluntary effort with partial capital expenditure:			
Log plans	4	\$ 1,701.27	\$ 425.32
Erected by regular contract:			
One-room schools:			
SE-3, non-basement, low-cost frame design	1	1,200.00	...
SS-7, non-basement, low-cost frame design	1	1,100.00	...
CE-8, part basement, frame	1	2,831.00	...
CS-14, full basement, frame	1	2,800.00	...
CN-20, full basement, frame	2	5,260.00	2,630.00
CW-26, full basement, stucco	1	2,968.00	...
Two-room schools:			
E-2, non-basement, frame	1	2,700.00	...
ES-23, non-basement, frame	1	2,445.00	...
Four-room schools:			
FE-2, full basement, stucco	1	8,750.00	...
Erected under special arrangements approved by Department:			
One-room schools:			
SN-1, non-basement, low-cost frame design	2	1,580.59	790.29
SE-3, non-basement, low-cost frame design	1	504.60	...
CS-14, full basement, frame	1	1,933.00	...

SPECIAL DEPARTMENTAL PLANS

Erected by regular contract:			
One-room schools:			
Part basement, frame	1	2,072.00	...
Full basement, frame	1	1,178.00	...
Full basement, stucco	1	2,795.00	...
Two-room schools:			
Non-basement, frame	1	2,533.00	...
Part basement, frame	1	3,500.00	...
One-room complete addition	1	1,805.00	...
Erected under special arrangements approved by Department:			
One-room schools:			
Non-basement, frame	1	478.75	...
Repairs, removals, minor additions	20	6,204.05	...
Barns	5	882.52	...
Residences	2	1,699.25	849.62
Other Buildings	5	708.30	...

DEPARTMENT OF EDUCATION

PLANS PREPARED OUTSIDE DEPARTMENT			
Erected by regular contract:	Number.	Cost.	Average Cost.
One-room schools:			
Part basement, stucco	1	\$ 2,329.00	
Full basement, stucco	1	1,875.00	
Two-room schools:			
Non-basement, stucco	1	3,200.00	
Erected under special arrangements approved by Department:			
One-room schools:			
Non-basement, frame	3	1,901.30	
Two-room schools:			
Full basement, brick (reconstruction)	1	3,585.00	
Non-basement, frame	1	2,853.71	
Four-room schools:			
Full basement, brick (reconstruction)	1	6,000.00	

SUMMARY

School buildings destroyed by fire	14	
Buildings erected by voluntary effort	30	
	Number.	Total Cost.
Schools built partly by voluntary effort	4	\$ 1,701.27
One-room schools built by regular contract	12	26,408.00
Two-room schools built by regular contract	5	14,378.00
Four-room schools built by regular contract	1	8,750.00
One-room schools built by special arrangement approved by Department	8	6,398.24
Two-room schools built by special arrangement approved by Department	2	6,438.71
Four-room schools built by special arrangement approved by Department	1	6,000.00
Additions, alterations, repairs and renovations	21	8,009.05
Residences, barns, etc.	12	3,290.07
Totals	66	\$81,373.34

REPORT OF DIRECTOR OF TECHNICAL EDUCATION AND PRINCIPAL OF PROVINCIAL INSTITUTE OF TECHNOLOGY AND ART

(W. G. CARPENTER)

A better spirit has prevailed amongst youth during the year 1934. More young people with technical training have succeeded in securing employment. Youth is characterized by a greater seriousness than formerly. Young people are realizing that if they are to secure places of employment they must equip themselves. A greater interest is shown in the use value of subjects of instruction as evidenced by the rapidly increased enrolments in the Technical and Commercial schools. The prestige of these schools is increasing, since some of the brightest young people are preparing themselves in skills through them. The economic situation retards the wide provision of training facilities in practical subjects notwithstanding which there has been quite interesting growth. Lethbridge has organized a technical department in the high school, offering courses both for boys and girls. Medicine Hat opened a commercial department offering the commercial programme to Grade VIII graduates only. Nanton and Ponoka have engaged teachers, and are now giving commercial subjects. It is expected that the Board of Drumheller will organize commercial classes in September, 1935. Cardston and Magrath are interested in opening classes in Manual Arts and Household Economics. Turner Valley ratepayers are desirous of adding shop facilities for boys and girls to the successful commercial work carried on for the past three years. In both Calgary and Edmonton increased enrolments are reported in the Commercial and Technical schools. Technical education is developing.

It is to be regretted that greater encouragement can not be given to the inclusion of more practical subjects in the programmes of the smaller schools.

The low grant offered for this work and the special qualifications demanded of teachers in order to secure credit and recognition for the pupils' work, make it difficult for these small schools to do anything. Coaldale, Iron Springs, Lopstick, Coalhurst, are districts that began work, but have not been able to continue. There is developing an interest in practical education in this type of school which should have attention, and to satisfy which teachers with special qualifications are required. A splendid result has been obtained by Miss Vida Vauthrin in Red Willow School District, west of Bowden, in the use of wood models. This small school has produced upwards of fifty different models under conditions which ordinarily would have been considered impossible. Miss Vauthrin has shown what may be accomplished where the teacher is interested and has some skill. Several of the models from this district were shown as a special exhibit at the Calgary Exhibition, where they challenged attention and were very favourably received. It does seem that the time is ripe for the inauguration of special classes in such practical subjects as may be taught by the permanent staff of the Institute of Technology, to be offered as summer courses for teachers and young people.

Statistical reports of the attendance in the day classes, technical and commercial, are shown in Table 1.

DEPARTMENT OF EDUCATION

TABLE 1.—SUMMARIZED STATEMENT OF ATTENDANCE AND NUMBER OF TEACHERS IN DAY VOCATIONAL CLASSES FOR PERIOD JULY 1, 1933, TO JUNE 30, 1934

Municipality and School	Department	Total Enrollment	Total Enrollment, All Classes			Teachers				Student Hours	
			Male	Female	Total	Full-time	Part-time	Male	Female		Total
Calgary S.D. No. 19:	Technical	535	389	146	535	18	6	13	11	24	637,641
Technical High	Prevocational	233	129	104	233	7	6	5	8	13	201,930
Commercial	Commercial	768	244	524	768	15		10	5	15	399,597
Edmonton S.D. No. 7:	Commercial	296	99	197	296	6		2	4	6	166,883
Strathcona Commercial	Commercial	635	176	459	635	11		5	6	11	382,852
McDougall Commercial	Technical	630	454	176	630	24		19	5	24	489,264
Edmonton R.C. Separate S.D. No. 7	Commercial	99	25	74	99	3		1	2	3	95,782
Lethbridge S.D. No. 51	Commercial	192	70	122	192	4	4	4	4	8	160,217
Institute of Technology and Art	Industrial	576	466	110	576	22	8	25	5	30	306,477
Edson S.D. No. 2298	Commercial	26	12	14	26	1		1		1	7,368
New Vegreville S.D. No. 1480	Commercial	32	19	13	32	1		1		1	17,845
Turner Valley S.D. No. 4039	Commercial	18	7	11	18	1			1	1	6,858
Totals		4040	2090	1950	4040	113	24	86	51	137	2,872,714

At the Technical Institute during the year, 155 students were enrolled in Home Study Courses, 89 in Steam Engineering, 64 in Coal-mining and 2 in Electricity.

This table shows an increase in enrolment over that of the previous year of about 8%. In Calgary the enrolment has been 15% and in Edmonton 13% higher than in 1932-33. In Calgary 1,536 and in Edmonton 1,660 pupils were enrolled in Commercial and Technical schools. For the fall term, 1934, in Edmonton 983 students were registered in Commercial departments and 671 in the Technical, an increase of 94 over that of the previous year. In Calgary in corresponding departments there were 881 and 683 registered respectively, which is an increase of 28 over that of the previous year. In the combined departments in Lethbridge the enrolment was 235, an increase of 43 in practical courses. These enrolments show a remarkable interest in this type of education. In Medicine Hat, when the new commercial class was opened in September, 80 pupils from the Grade VIII classes enrolled, while in Lethbridge the enrolment in the new technical programme was 115, the commercial retaining its enrolment of 132.

TABLE 2.—SUMMARIZED STATEMENT OF ATTENDANCE AND NUMBER OF TEACHERS IN EVENING VOCATIONAL SCHOOLS
FOR PERIOD JULY 1, 1933, TO JUNE 30, 1934

Municipality or School	Number of Classes	Total Enrolment All Classes	Total Student Hours (by clock)	Number of Individuals		Teachers	
				Male	Female	Male	Female
Edmonton S.D. No. 7	34	720	14,401.50	261	195	18	8
Calgary S.D. No. 19	34	901	16,453	323	293	15	6
Institute of Technology and Art	23	1,352	16,732	640	7	36	21
Medicine Hat S.D. No. 76	3	79	4,050	46	33	1	3
Lethbridge S.D. No. 51	2	67	3,092	67		1	1
Blairmore S.D. No. 628	1	15	1,806	15		1	2
Bellevue S.D. No. 1336	1	10	536	10		1	1
Drumheller S.D. No. 2472	2	40	1,940	40		2	1
Mercoal S.D. No. 4226	1	12	800	12		1	2
Coleman S.D. No. 1216	1	15	1,256	15		1	1
New Vegreville S.D. No. 1480	1	13	780	8	5	1	1
Totals	117	3,224	61,846.50	1,437	533	78	18
							96

Because of the economic situation, evening classes have not been pressed. There has been, notwithstanding this, quite a splendid increase in enrolment brought about by the special attention given in Calgary and in Edmonton to a programme for the unemployed. Not including these cities, there has been little change in the Province as a whole. This is to be regretted because of the great possibilities in this type of adult education. More and more attention should be paid to this form of educational organization to supplement the day school, which, as a consequence, might have its load lightened. A well organized system of night classes would assist in meeting the criticism that school education ceases when the diploma is awarded. The psychology of evening class work for adults is sound, and the possibilities of this type of educational effort in Alberta have never been fully explored.

The programme for the unemployed as offered in Calgary and Edmonton was a success. It was carried on by means of voluntary teaching service, which was highly appreciated. The contribution of the staff of the Provincial Institute of Technology and Art, who volunteered to a man, is worthy of special mention. In all, 36 men carried classes giving service to 647 unemployed persons, with an aggregate enrolment of 1,352, some men attending a class every evening in the week. This work was not reorganized in the fall of 1934 for the ensuing winter because of the shift in the methods of looking after these unemployed people. The relief camps absorbed the types that were specially appealed to by these classes. A new programme has been set up for them, as an experiment, in the nine camps located on the Banff trail, west of Calgary. Under this programme an official, called an educational supervisor, gives his whole time working among the various camps. He seeks to discover the needs of the men, to interest them in following some programme, and to set up facilities with which they may occupy themselves mentally and constructively during their leisure time. In each camp there are about 125 men, and in each a teacher has been selected who actually conducts the classes. In addition, through the co-operation of the Department of Education in British Columbia, correspondence courses are available, five from British Columbia and five from Alberta, in Steam Engineering, elementary and third class, Coal-mining, third and second class, Mathematics, Drafting, Building Construction, Geology and Prospecting, Electricity and Motor Mechanics. The supervisor interviews each candidate for a correspondence course, and advises him as to the prospects of his being successful. This service is appreciated by the men, and it appears that the experiment will be a success. The programme could be easily expanded to include high school subjects with very little additional expense. This is worth considering should the work continue beyond this season.

The Institute, in co-operation with the Extension Department of the University of Alberta and the Alberta Handicrafts Guild, sent a splendid collection of handicraft work done in Alberta on an itinerary involving some 27 towns in southern Alberta, accompanied by Major F. H. Norbury, of Edmonton, who lectures to children and to the general public on handicrafts and art. The Technical schools in Calgary and Edmonton contributed generously to the collection, which will do much to show the public what it is possible to achieve in such schools.

During the summer the writer was privileged to attend the convention of the Handicrafts Guild organized by the Fisher Body Corporation, held in Toronto and Chicago, along with the other directors of Technical Education in Canada. This offered an excellent opportunity for discussing common problems with those of similar interests.

The Provincial Institute of Technology and Art has had a good year. The details of the enrolment are indicated in the following table:

TABLE 3.—ENROLMENT, 1933-34

	Day.	Evening.	Correspondence.	Total.
Aeronautics	31			31
Art	47	29		76
Auto Mechanics	98			98
Automotive Electricity	8			8
Automobile Servicing	1			1
Drafting, Architectural	9			9
Drafting, Mechanical	8			8
Drafting, Survey	12			12
Dressmaking and Millinery	63			63
Electricity	115		2	117
Geology and Prospecting	12			12
Machine Shop	22			22
Mining	3		64	67
Steam Engineering			89	89
Welding (Oxy-Acetylene)	111			111
Welding (Electric)	6			6
Chemistry	1			1
Totals	547	29	155	731

In addition to the above services, 647 persons attended 23 classes for the unemployed, conducted without fee during the year. Thirty-six instructors gave voluntary service to 1,352 enrolments, who received 16,732 student hours teaching.

There is an apparent drop of 56 in the total enrolment because of the inclusion in 1932-33 of a special placer-mining programme, which was not offered in 1933-34. If the special short courses for the relief groups were included, the total would far exceed that of the previous year, becoming 1,194, to which should be added 155 who received service through correspondence courses, making a grand total of 1,349 persons receiving instructional service for the year. For the new term opening October, 1934, to the end of the year, the enrolment is approximately the same as for the corresponding period in the previous year. Student organizations of the Institute enjoyed a good year. Self-government, as a principle, has been fairly successfully applied, and a serious attempt has been made give a maximum number of students a variety of experience outside their regular curricular requirements. Each member of the staff is an adviser in some activity of the students' association. Hockey, baseball, football, and basketball teams are organized, participating in house and city leagues. Wrestling has been carried on successfully. Quoits and tennis interest other students. A regular literary programme is offered weekly by the students, in which a large number obtain experience in public expression. A string orchestra of 15 persons was conducted successfully by Mrs. C. B. Paynter, and three one-act plays were produced with distinct success under the direction of Mr. F. S. Dyke. In all, about 60 students participated in these two activities. The annual banquet was held at the Palliser Hotel, and was a success in all respects. Mr. Leonard W. Brockington, K.C., was the guest speaker.

In the day programme of the Institute there has been a falling off in the enrolment in the electrical department. This is not to be regretted, in as much as it was difficult for all graduates from this department to secure employment. This decline has been more than offset by the increased enrolment in the aviation, geology and prospecting departments. The registration in the first year in the former subject has increased from 18 to 29, while in the first year in geology and prospecting it has risen from 10 to 23. All the graduates from this department were successful in securing good appointments at the conclusion of the course. This branch suffered a serious loss when Mr. J. O.

Howells was granted leave of absence for a year. The Institute was fortunate in securing Dr. T. B. Williams, who has assumed the direction of the department. In the Art department there has been a most encouraging interest. The enrolment has risen from 72 in December, 1933, to 88 in December, 1934. The Dressmaking and Millinery courses have also increased their registration from 60 to 68. There has been a persistent and growing demand for instruction in farm tractor and machinery work, to which we should accede if it is at all possible. In a similar way there has been an increasing demand for special services in the subject of radio. Because of the increasing interest in handicrafts, it is felt that the Art of the Institute should be directed along the lines of Applied Art. An outstanding experience of the year was the success the students in the Art department achieved in a china decorating contest conducted by the Paragon China Company of Staffordshire, England, in co-operation with the Hudson's Bay Company of Calgary. Forty-two designs were submitted, which so impressed the managing director of the company that, instead of awarding a prize for the best design, he had a cup and saucer made utilizing each design submitted, which was awarded to the student as a token of appreciation. Each of these beautiful pieces was produced at a cost of £5 to the company. This was a splendid achievement, and reflects great credit on Mr. Leighton.

The year has been characterized by the hearty co-operation of interests in the city allied to the Institute. The motor companies have generously continued their practice of supplying us with cars and parts of cars, moving pictures, and charts, for instructional purposes. The attitude of the General Motors Corporation and of the Ford Company has been very friendly. During the year, tractor and farm machinery companies have been willing to co-operate, and the Canadian Liquid Air Company has been especially helpful.

During the spring months 2,500 young trees were planted on the grounds of the Institute, the trees having been supplied by the Forestry Branch from Oliver and the labour by the Relief Department. In the fall an elaborate plan for laying out the grounds was worked out by the Public Works Department, and the prospect for beautification of the grounds is indeed good.

Because of the interest in practical subjects in the general system of education, the time appears to be at hand when the services of the Institute of Technology should be utilized in the training of teachers. With this in view, we urge that a summer school be organized for the summer of 1935, and that thought be given to the setting up of courses for those who desire to qualify during the winter months as instructors in shop subjects.

GENERAL STATISTICS

(I. V. HALL, *Statistician*.)

The following statistics have been compiled from information furnished by teachers, secretaries of school districts and official auditors:

In 5,782 rooms or departments of 3,428 school districts the enrolment was 172,040 in the year 1934. Of this enrolment 55,413 were in the rooms of 59 city and town schools, 5,760 in 18 separate school districts, and 44,412 in the rooms of other graded schools, as compared with 56,094 in city and town schools, 5,778 in separate schools, and 43,294 in other graded schools in 1932. There were 7,146 pupils in 222 rooms in 62 consolidations. The number of

pupils in rural graded schools in 1934 was 18,338. There were 66,455 pupils in 2,917 one-room schools.

The number of secondary grade rooms, including commercial and technical, was 663, being an increase of 35 over the previous year. The number of rooms in graded schools in which both elementary and secondary grade work was conducted was 315, being 24 less than for the previous year.

During the year, 97.2% of the schools in operation operated for more than 160 days; and the average number of days of operation was 192.68. The average monthly attendance was 90.18% of the monthly enrolment. The increase in the upper grades as compared with the lower grades since 1912 (the year in which the 12-grade system was introduced) may be seen in the following table:

PERCENTAGE OF ENROLMENT

Year	Grade I	Grades IX to XII	Grades VII to XII
1912	32.24	3.92	14.65
1913	32.08	4.09	14.50
1914	29.86	4.44	15.51
1915	25.54	5.38	17.19
1916	25.14	5.81	18.06
1917	24.87	5.62	18.45
1918	25.41	6.22	19.42
1919	26.05	6.52	20.39
1920	24.93	6.74	21.31
Jan.-June 1921	25.24	6.04	18.94
1921-1922	22.81	7.53	21.26
1922-1923	20.87	8.29	22.73
1923-1924	19.51	9.13	23.39
1924-1925	18.23	9.95	24.23
1925-1926	17.68	9.60	24.82
1926-1927	17.74	10.68	25.94
1927-1928	17.57	11.44	26.90
1928-1929	16.97	11.78	27.60
1929-1930	16.25	12.66	28.79
1930-1931	15.13	14.38	30.56
1931-1932	14.01	16.53	32.42
1932-1933	13.49	17.13	33.61
1933-1934	13.42	17.58	34.56

The percentage of pupils enrolled in Grade I in the year 1934 continues to show a decrease from the previous years, while the percentage of pupils from Grades VII to XII continues to increase. The percentage of enrolment of secondary grade pupils compares favourably with that of the other provinces of Canada.

The percentage distribution by grades of pupils leaving school at the age of 15 years since 1919 is as follows:

Year	Grades											
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1919	2.20	2.30	2.20	4.80	7.70	12.90	29.10	26.60	8.40	3.10	2.00	.40
1920	.91	1.21	2.06	4.23	7.04	13.20	17.10	29.98	12.14	5.92	3.41	2.80
Jan.-June 1921	1.12	1.05	3.92	6.09	9.91	16.84	19.16	33.55	6.65	1.47	.24	
1921-1922	1.14	1.61	3.59	7.02	11.28	16.52	19.29	29.79	6.59	2.34	.81	.02
1922-1923	1.08	1.01	3.99	5.62	8.68	13.08	18.97	28.50	11.90	4.59	2.18	.40
1923-1924	.54	.90	2.46	3.36	5.47	9.06	20.94	32.87	14.48	7.36	2.47	.07
1924-1925	.39	.81	2.13	3.65	6.33	8.57	20.45	34.94	12.60	7.19	2.84	.10
1925-1926	.15	.35	1.16	2.10	6.65	10.21	17.24	34.69	15.20	10.53	1.46	.26
1926-1927	.16	.19	.45	1.85	4.97	11.50	18.71	33.22	17.25	8.08	3.46	.16
1927-1928	.10	.20	.65	2.60	6.18	9.79	20.36	31.60	17.50	8.62	2.30	.10
1928-1929	.09	.17	.56	1.22	5.74	8.78	21.64	32.09	18.11	9.99	1.55	.06
1929-1930	.09	.13	1.02	1.69	6.78	8.86	21.23	33.62	17.96	6.58	1.95	.09
1930-1931	.13	.13	1.07	1.79	7.35	8.81	21.62	34.10	17.14	5.98	1.79	.09
1931-1932	.09	.31	.72	1.63	6.53	9.17	19.05	34.55	17.13	7.88	2.79	.15
1932-1933	.06	.18	.54	1.70	5.05	9.29	19.22	36.13	18.38	6.64	2.39	.42
1933-1934	.08	.11	.42	1.78	4.94	9.19	18.68	35.89	20.01	5.96	2.43	.51
Average for 16 yrs.	.52	.68	1.68	2.74	6.91	10.98	20.17	32.63	14.47	6.38	2.13	.35

The average number of days of operation in ungraded schools was 191.71, and in graded schools it was 197.58. The policy of paying assessment grants in advance has undoubtedly assisted in the operation of ungraded schools. In the ungraded schools pupils attended on an average 149.20 days and in graded schools 167.38 days. The cost of operation per pupil per day in 1934 was .337c. In 1924 the cost was .455c per day, a decrease of .26%. In the same years the percentage proportionate of average attendance to total attendance has increased from 71.83 in 1924 to 82.46 in 1934, an increase of only 15%. It is evident, therefore, that there are other reasons than improved attendance for the drop in the cost of education. An important factor in this decrease is the general lowering of teachers' salaries.

In the year 1933 there were 5,796 rooms in operation and 6,050 teachers employed during the year, while in 1934 there were 5,782 rooms in operation and 5,912 teachers employed.

TABLE 1
CLASSIFICATION OF PUPILS

Grades	No. of Pupils June 30, 1924	Percent. of Enrolment	No. of Pupils June 30, 1933	Percent. of Enrolment	No. of Pupils June 30, 1934	Percent. of Enrolment
I	28,761	19.51	23,127	13.49	23,096	13.42
II	18,218	12.36	17,618	10.28	17,606	10.24
III	19,277	13.08	18,830	10.99	17,987	10.45
IV	17,982	12.20	18,782	10.95	18,248	10.61
V	15,468	10.49	18,399	10.73	18,248	10.61
VI	13,180	8.94	17,057	9.95	17,397	10.11
VII	10,410	7.07	15,036	8.77	15,496	9.01
VIII	10,631	7.22	13,227	7.71	13,709	7.97
IX	5,891	3.99	10,408	6.07	10,513	6.11
X	4,086	2.77	8,790	5.13	8,855	5.15
XI	2,606	1.78	6,542	3.81	6,567	3.81
XII	863	.59	3,629	2.12	4,318	2.51
Totals	147,373	100.00	171,445	100.00	172,040	100.00
Elementary Grades	133,927	90.87	142,076	82.87	141,787	82.42
Secondary Grades	13,446	9.13	29,369	17.13	30,253	17.58

Percentage of enrolment has increased 8.45% in the past ten years. Private school pupils are included in this table.

TABLE 2

COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION OF PUPILS
IN GRADED AND UNGRADED SCHOOLS

	Graded Schools	Ungraded Schools
Number of pupils enrolled . . .	105,585	66,455
Aggregate days' attendance of pupils . . .	17,673,744.5	9,915,263.5
Daily average attendance of pupils . . .	90,351.04	51,518.86
Percentage of attendance of total enrolment . . .	85.57	77.52
Average number of days attended per pupil . . .	167.38	149.20
Average length of school year . . .	197.58	191.71
Classification: Grade I . . .	11,719	11,377
Grade II . . .	9,697	7,909
Grade III . . .	9,948	8,039
Grade IV . . .	10,110	8,138
Grade V . . .	10,200	8,048
Grade VI . . .	10,007	7,390
Grade VII . . .	9,224	6,272
Grade VIII . . .	8,491	5,218
Grade IX . . .	7,808	2,705
Grade X . . .	7,783	1,072
Grade XI . . .	6,302	265
Grade XII . . .	4,296	22
Total Attendance . . .	105,585	66,455

There is a slight increase in the percentage of attendance this year as compared with last year. The average length of school year has increased slightly in ungraded schools. Ungraded schools are one-room schools, and are for the most part rural.

TABLE 3

AVERAGE AGE OF PUPILS

Grade I . . .	7.1
Grade II . . .	8.1
Grade III . . .	9.2
Grade IV . . .	10.4
Grade V . . .	11.4
Grade VI . . .	12.7
Grade VII . . .	13.7
Grade VIII . . .	14.5
Grade IX . . .	15.4
Grade X . . .	16.7
Grade XI . . .	17.7
Grade XII . . .	18.5

TABLE 4

Ages	Total No. of Pupils	Percentage of Enrolment
5 years and under . . .	331	.19
6 years . . .	7,059	4.11
7 " . . .	14,884	8.66
8 " . . .	16,105	9.36
9 " . . .	16,312	9.49
10 " . . .	16,405	9.54
11 " . . .	16,561	9.63
12 " . . .	16,822	9.79
13 " . . .	16,684	9.70
14 " . . .	16,339	9.50
15 " . . .	12,449	7.24
16 " . . .	8,511	4.95
17 " . . .	6,302	3.67
18 " . . .	4,049	2.36
19 " . . .	1,708	.99
20 " . . .	864	.50
21 years and over . . .	655	.32
Totals . . .	172,040	100.00

Of the pupils enrolled, 12.79% are over the compulsory age limit of 15 years.

TABLE 5
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY
ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1934
(July 1st, 1933, to June 30th, 1934)

Grade	Sex	5 yrs. and u'der	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	*Tot.
Grade I	Boys	170	3429	5422	1897	593	213	110	59	31	14	11	2		1				11952
	Girls	161	3405	4949	1786	511	167	71	45	23	5	10	4	4	2		1		11144
Grade II	Boys	108	1994	3864	1908	737	270	138	63	23	3	3	5	1					9119
	Girls	111	2140	3736	1556	568	190	94	56	18	8	8	4	6					8487
Grade III	Boys	3	157	2090	3534	1872	867	368	176	84	30	30	8	1					9191
	Girls	3	213	2247	3547	1645	612	289	137	62	29	29	5	1	1			1	8796
Grade IV	Boys			2	194	1986	3299	2003	1095	460	211	79	10	2	3				9344
	Girls			7	281	2156	3354	1715	784	372	161	60	8	2	1		2		8904
Grade V	Boys			3	139	1887	3060	1977	1141	578	148	204	43	9	2		1		9105
	Girls			8	304	2083	3226	1943	936	465	1175	431	103	26	3		1		9143
Grade VI	Boys			7							1175	431	103	26	3		1		8838
	Girls				10	305	2032	3042	1807	961	328	51	16	3	1				8559
Grade VII	Boys						6	224	1600	2684	1972	877	250	50	9	2	3		7674
	Girls						10	285	1866	2889	1788	767	167	28	12	5	3	2	7822
Grade VIII	Boys							18	246	1422	2600	1582	553	188	29	4	2	5	6649
	Girls							13	322	1867	2658	1553	473	135	27	7	3	2	7060
Grade IX	Boys							1	17	257	1457	1733	997	450	154	57	20	23	5166
	Girls							1	23	256	1555	1901	986	399	135	48	21	22	5347
Grade X	Boys									25	196	1031	1315	815	370	166	93	62	4072
	Girls									3	311	1238	1542	878	430	186	107	66	4783
Grade XI	Boys										16	141	711	987	591	285	96	95	2925
	Girls										24	247	902	1202	775	303	118	71	3642
Grade XII	Boys										1	13	160	496	706	309	225	148	2058
	Girls										1	20	191	597	791	332	171	157	2260
Totals by Sex	Boys	170	3540	7575	8048	8228	8273	8416	8414	8316	8327	6140	4157	3025	1868	824	438	334	86093
	Girls	161	3519	7309	8057	8084	8132	8145	8408	8368	8012	6309	4354	3271	2181	884	426	321	85947
*Grand Totals		331	7059	14884	16105	16312	16405	16561	16822	16684	16339	12449	8511	6302	4049	1708	864	655	172040
Began Grade I during the year	Boys	170	3363	4607	1379	429	147	86	47	23	10	8	1		1				10271
	Girls	161	3346	4219	1313	369	109	57	35	17	3	7	2	2	2		1		9643
Repeated Grade I from last year	Boys	66	815	518	164	66	24	12	8	4	4	3	1		2				1681
	Girls	59	730	473	142	58	14	10	6	2	2	3	2						1501

TABLE 5(a)

GRAPH 1

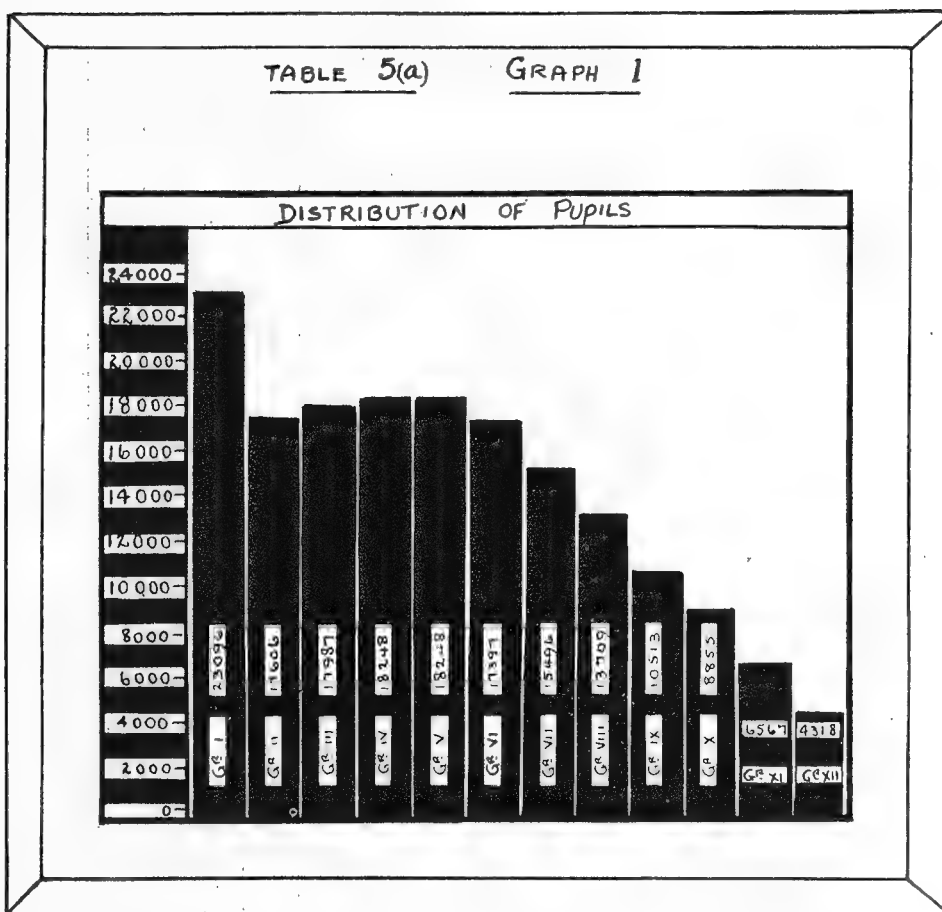


TABLE 6

TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE, UNDER AGE, NORMAL AND OVER AGE

Grade	Number in each Grade			Total in each Grade	Percent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
I	331	17,205	5,560	23,096	1.43	74.49	24.08
II	219	11,734	5,653	17,606	1.24	66.65	32.11
III	376	11,418	6,193	17,987	2.09	63.48	34.43
IV	484	10,795	6,969	18,248	2.65	59.15	38.20
V	513	10,256	7,479	18,248	2.81	56.20	40.99
VI	582	9,851	6,964	17,397	3.34	56.62	40.04
VII	525	9,039	5,932	15,496	3.39	58.33	38.28
VIII	599	8,547	4,563	13,709	4.37	62.34	33.29
IX	555	6,646	3,312	10,513	5.27	63.21	31.52
X	556	5,126	3,173	8,855	6.28	57.88	35.84
XI	431	3,802	2,334	6,567	6.56	57.89	35.55
XII	386	2,590	1,342	4,318	8.93	59.98	31.09
Totals	5,557	107,009	59,474	172,040	3.23	62.20	34.57

This is a recapitulation of Table 5. There is a decrease in the number of pupils over age in their grades as compared with the previous year. Pupils lose a great number of days even when schools are in operation, as is shown in Table 22.

TABLE 7

The following is the number of pupils leaving school at the age of 15 years:

Grade I	3
Grade II	4
Grade III	15
Grade IV	62
Grade V	175
Grade VI	325
Grade VII	661
Grade VIII	1,270
Grade IX	708
Grade X	211
Grade XI	86
Grade XII	18
Total	3,538

This is an increase over last year.

TABLE 8

The following is the percentage of the total enrolment leaving school at the age of 15 years:

Grade I	.002
Grade II	.002
Grade III	.009
Grade IV	.04
Grade V	.11
Grade VI	.19
Grade VII	.33
Grade VIII	.74
Grade IX	.42
Grade X	.12
Grade XI	.05
Grade XII	.01
Total	2.023

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TABLE 9

The following is the percentage of the total leaving school at the age of 15 years:

Grade I	.08
Grade II	.11
Grade III	.42
Grade IV	1.78
Grade V	4.94
Grade VI	9.19
Grade VII	18.68
Grade VIII	35.89
Grade IX	20.01
Grade X	5.96
Grade XI	2.43
Grade XII	.51
Total	100.00

TABLE 10

The following is the percentage of each grade leaving school at the age of 15 years:

Grade I	.013
Grade II	.023
Grade III	.08
Grade IV	.34
Grade V	.96
Grade VI	1.87
Grade VII	4.27
Grade VIII	9.26
Grade IX	6.73
Grade X	2.37
Grade XI	1.31
Grade XII	.42

TABLE 11

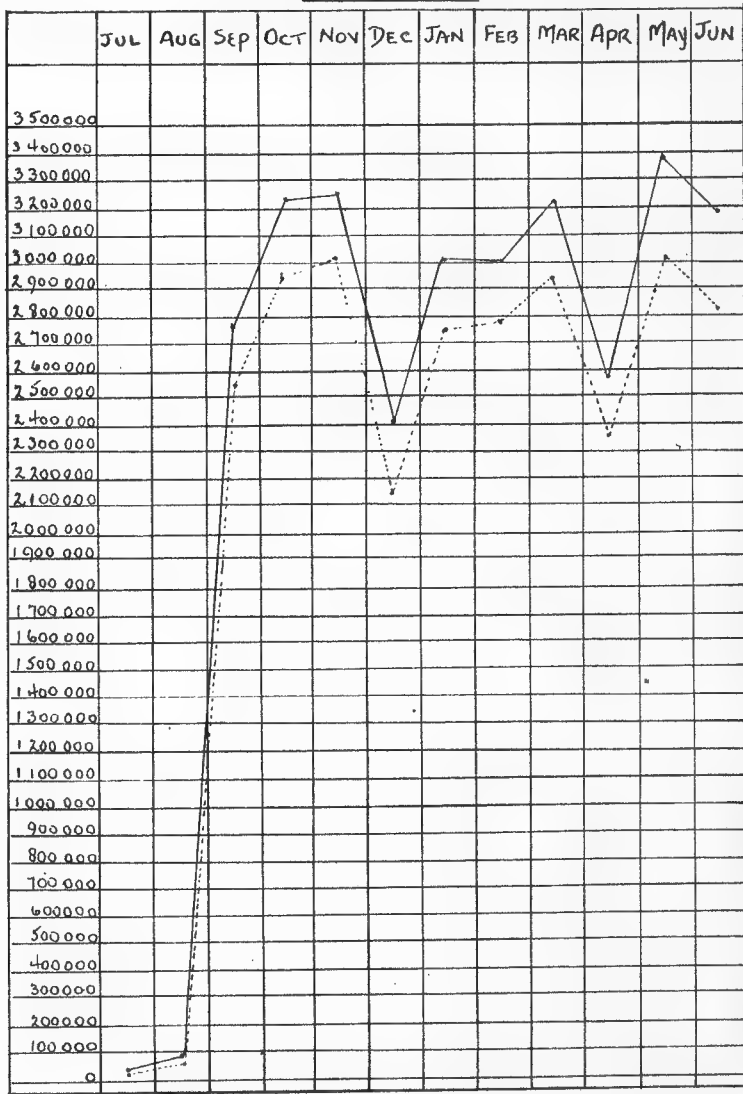
TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING THE
YEAR JULY 1st, 1933-JUNE 30th, 1934

Month	Possible Aggregate	Actual Aggregate	Percentage of Attendance per Month
July	45,267	38,616	85.34
August	98,997.5	87,002.5	87.88
September	2,777,179	2,551,535.5	91.88
October	3,243,218	2,935,039	90.49
November	3,261,428	3,052,086.5	93.58
December	2,410,144.5	2,140,212	88.80
January	3,078,887.5	2,758,299.5	89.58
February	3,025,831	2,790,869	92.23
March	3,229,318.5	2,933,897.5	90.85
April	2,596,283	2,368,437	91.22
May	3,394,781.5	3,095,235.5	91.17
June	3,181,865.5	2,837,778	89.15
Average monthly percentage of attendance			90.18

The percentage of attendance per month shows an increase of 1.49% from last year. Weekly records would be of more value than the monthly ones, but would be very difficult to secure. This statement is more nearly correct than is a yearly one.

TABLE 12 GRAPH 2

DIAGRAM SHOWING COMPARISON BETWEEN POSSIBLE AGGREGATE
ATTENDANCE & ACTUAL AGGREGATE ATTENDANCE SHOWING VARIATION
— BY MONTHS —



POSSIBLE AGGREGATE IN BLACK LINE — ACTUAL AGGREGATE IN DOTTED LINE - - - - -

TABLE 13
SCHOOL DISTRICTS

School districts in existence Dec. 31st, 1933, including the units in consolidation	3,656
Number of consolidations in existence Dec. 31st, 1933	62
Number of school district units in consolidation Dec. 31st, 1933	202
Number of school districts established in 1934: Public	33
Number of school districts dissolved in 1934: Public	1
Number of school districts in Province Dec. 31st, 1934, including the units in consolidation	3,688
Number of consolidations in existence Dec. 31st, 1934	62
Number of school district units in consolidation Dec. 31st, 1934	202
Number of rural high schools in existence Dec. 31st, 1934	16
Number of units in rural high schools Dec. 31st, 1934	78

To obtain the number of schools that could operate, deduct the number of units in consolidations from the number of school districts in the Province, Dec. 31st, 1934, and add the 62 consolidations. The rural high schools could also be added, as they are districts within districts.

TABLE 14
ATTENDANCE OF PUPILS

Number of pupils attending school during the year	172,040
Number of boys	86,093
Number of girls	85,947
Total aggregate attendance for the year	27,589,008
Total average attendance for the year	141,869.90

The average number of pupils enrolled per room was 30.5, an increase of .9 from the previous year. The average attendance of pupils per room was 25.1, an increase of 1.00 from the previous year.

TABLE 15
PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY, TOWN,
VILLAGE AND RURAL SCHOOLS

Period of Attendance	City and Town	Village	Rural	Total
Less than 20 days	783	369	1,726	2,878
Between 20 and 39 days	1,066	497	3,218	4,781
Between 40 and 59 days	1,090	683	4,091	5,864
Between 60 and 79 days	957	449	2,462	3,868
Between 80 and 99 days	951	388	2,455	3,794
Between 100 and 119 days	1,219	599	3,331	5,149
Between 120 and 139 days	1,754	780	4,893	7,427
Between 140 and 159 days	3,282	1,414	9,396	14,092
Between 160 and 179 days	13,145	4,376	20,880	38,401
Between 180 and 199 days	39,993	13,245	31,879	85,117
200 days and over	49	153	462	669
Totals	64,289	22,958	84,793	172,040

Of the pupils enrolled, 72.18% attended over 160 days, an increase of 1.16% over the previous year.

TABLE 16
TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR

Schools	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	187	152.63	90.3
Edmonton	16,734	14,735.82	93.8
Calgary	15,920	14,108.66	93.5
Thibault	204	180.41	96.2
Macleod	328	290.65	95.1
Lethbridge	2,500	2,232.97	94.4
Medicine Hat	2,240	2,034.10	96.1
Fort Saskatchewan	236	202.06	94.5
National Park	422	346.52	92.5
Gleichen	207	179.75	93.4
Red Deer	760	633.07	93.9
Pincher Creek	225	200.71	94.8
High River	386	333.42	95.0
Okotoks	210	186.53	86.5
Innisfail	338	292.12	93.4
Olds	340	294.37	92.5
Lacombe	392	333.14	93.3
Wetaskiwin	493	432.29	94.5
Leduc	310	259.38	91.4
Ponoka	386	377.78	92.1
Cardston	578	488.08	94.3
Magrath	498	428.24	90.6
Blainmore	477	426.42	94.1
Didsbury	270	231.21	93.8
Raymond	733	633.10	93.9
Claresholm	364	324.21	94.6
Athabasca	196	161.65	90.5
Irvine	79	68.94	93.6
Taber	564	490.54	92.1
Stavely	122	101.58	90.2
Coleman	643	581.48	96.1
Granum	110	96.63	94.5
Camrose	672	586.73	93.5
Vermilion Centre	383	311.54	91.2
Stettler	415	350.63	93.6
New Vegreville	462	384.43	92.4
Daysland	177	148.13	94.0
Strathmore	178	156.47	93.6
Wainwright	323	277.36	93.9
Hardisty	153	129.85	95.7
Vulcan	325	272.47	91.8
Tofield	204	158.09	89.6
Carmangay	104	93.19	95.5
Brooks	194	171.90	95.7
Bassano	205	186.28	96.0
Castor	187	162.60	94.5
Youngstown	77	64.55	96.6
Redcliffe	255	229.53	95.5
Beverley	259	222.54	91.8
Edson	443	377.16	91.9
Coronation	217	187.33	91.4
Drumheller	1,258	1,098.46	93.4
Grande Prairie	372	313.44	92.8
Big Valley	185	150.47	90.4
Peace River	252	202.42	94.6
Hanna	418	356.95	94.1
Three Hills	240	206.94	92.9
Grouard	193	162.08	94.4
Calgary R. C. S.	1,617	1,424.17	93.2
Edmonton R. C. S.	2,501	2,124.01	93.8
Holy Cross R. C. S.	32	28.51	93.4
Lethbridge R. C. S.	553	489.25	95.2
Sacred Heart R. C. S.	45	38.30	93.9
St. Martin's R. C. S.	131	110.96	93.5
North Red Deer R. C. S.	93	74.84	93.2
St. Michael's R. C. S.	112	88.61	96.5
St. Louis R. C. S.	115	101.63	95.4
Theresetta R. C. S.	65	54.21	91.7
St. Joseph's R. C. S.	74	66.45	94.7
Wainwright R. C. S.	121	96.62	96.4

Average of monthly percentages of town schools during the year for the months actually operated, 93.53. This is an increase of 1.00 over last year.

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TABLE 16A

DISTRIBUTION OF PUPILS IN SECONDARY GRADES BY SUBJECTS OF INSTRUCTION, IN TOWN SCHOOLS

Course and Subject	Grade IX		Grade X		Grade XI		Grade XII		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Academic:											
Algebra	1622	1848	1220	1281	384	432	818	846	4044	4347	8391
Arithmetic and Mensuration	117	250	54	70	1069	1366	53	111	1293	1797	3090
Biology					16	24	330	502	346	526	872
Chemistry			4		1076	1161	671	615	1751	1780	3531
English Composition	1860	1905	1718	1933	1170	1391	723	890	5471	6119	11590
English Grammar	223	282	188	278	825	1015	51	34	1287	1609	2896
English Literature	1748	1943	1618	1809	1273	1481	857	1021	5496	6254	11750
French	1329	1691	848	1076	590	727	583	650	3350	4147	7497
General Science	1712	1926	186	117	2	3	1		1901	2046	3947
Geography		2	96	146	675	885	38	82	809	1115	1924
Geometry	1555	1634	956	969	551	683	159	267	3221	3553	6774
German	21	11	33	27	18	7	23	14	95	59	154
History of Literature					3	4	66	215	69	219	288
History, Ancient	1593	1850	74	53	2	7	2		1669	1910	3579
History, British			1362	1528	31	86	5	4	1398	1618	3016
History and Civics (Canadian)			108	17	1137	1207	21	50	1266	1274	2540
History, Modern			1		11	13	630	872	642	885	1527
Latin	173	183	611	625	543	569	378	407	1705	1784	3489
Physics	8	2	1244	1207	103	193	680	456	2035	1858	3893
Trigonometry					25	24	781	918	806	942	1748
Commercial:											
Book-keeping	32	79	321	652	63	172	10	43	426	946	1372
Business Law	2	6			70	180			72	186	258
Stenography	178	387	343	683	107	220	10	43	638	1333	1971
Typewriting	198	437	291	570	100	224	10	43	599	1274	1863
Technical and Special:											
Agriculture	10	2	174	196	104	192	4	4	292	394	686
Art	49	74	261	671	99	159	51	48	460	952	1412
Domestic Science		89		9						98	98
Physical Culture	595	663	820	839	501	522	312	251	2228	2275	4503
Military Drill	228		151		70		20		469		469
Music	7	87	14	18					21	105	126
Mechanical Drawing and Design	207	64	2	9					209	73	282
Manual Training	20								20		20
Motor Mechanics	96		52		14				162		162
Woodwork 1	99								99		99
General Math. for Tech.	149	46	145	20	39				333	66	399

PUPILS IN SECONDARY CLASS-ROOMS BY SEX, GRADE, AND AGE
—IN TOWN SCHOOLS

Grade	Sex	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. or over	Tot.
Grade IX	Boys			6	82	498	725	467	255	100	48	19	11	2211
	Girls			3	139	544	799	443	225	87	30	7	16	2293
Grade X	Boys				10	64	448	705	461	271	124	76	41	2200
	Girls				2	108	595	775	484	272	153	89	50	2528
Grade XI	Boys					5	82	394	542	328	162	56	49	1620
	Girls					10	115	466	667	420	152	50	27	1907
Grade XII	Boys					1	7	72	338	396	293	127	97	1331
	Girls						8	129	423	512	299	121	112	1694
Totals by Sex	Boys			6	94	568	1262	1638	1596	1095	627	278	198	7362
	Girls			3	141	662	1517	1813	1799	1291	634	267	205	8332
Grand Totals				9	235	1230	2779	3451	3395	2386	1261	545	403	15694

TABLE 17

TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION AND DAYS
ACTUALLY OPERATED DURING THE YEAR

Period of Operation	City and Town	Village	Rural	Total
Less than 20 days				
Between 20 and 39 days			4	4
Between 40 and 59 days			3	3
Between 60 and 79 days			4	4
Between 80 and 99 days			4	4
Between 100 and 119 days			5	5
Between 120 and 139 days			16	16
Between 140 and 159 days			58	58
Between 160 and 179 days			230	230
Between 180 and 199 days	67	174	2,347	2,588
200 days and over	4	37	475	516
Totals	71	211	3,146	3,428

During the year 97.2% of the schools in operation operated more than 160 days. This is an increase of .7% over last year.

The various rooms of the 64 units comprising the Berry Creek S.D. No. 4617, which were in operation till June 30th, 1933, have been consolidated into the 26 rooms of the Berry Creek S.D. This accounts for the reduction in the number of schools in operation.

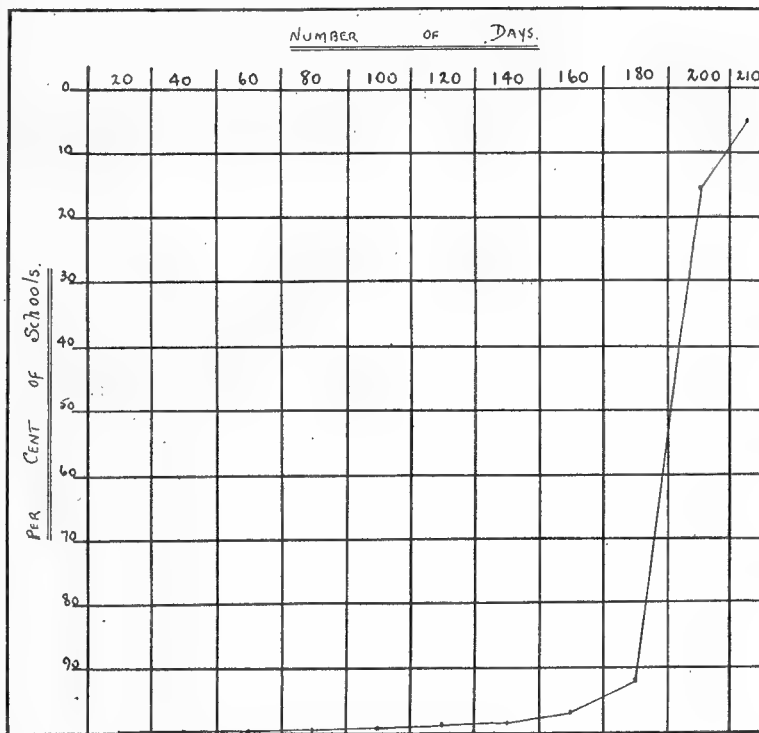
TABLE 18

NUMBER OF SCHOOLS IN OPERATION AT JUNE 30th, 1933, AND JUNE 30th, 1934,
AND NUMBER OF DEPARTMENTS IN EACH

School Districts having:	Total Schools		Total Departments	
	June 30, 1933	June 30, 1934	June 30, 1933	June 30, 1934
1 Department	2,947	2,917	2,947	2,917
2 Departments	296	297	592	594
3 " "	62	68	186	204
4 " "	44	45	176	180
5 " "	32	27	160	135
6 " "	16	19	96	114
7 " "	8	7	56	49
8 " "	8	6	64	48
9 " "	4	7	36	63
10 " "	4	5	40	50
11 " "	4	3	44	33
12 " "	8	8	96	96
13 " "	2	2	26	26
15 " "	2	3	30	45
16 " "	2	1	32	16
17 " "	2	2	34	34
18 " "	1	1	18	18
19 " "	2	2	38	38
26 " "		1		26
32 " "		1		32
33 " "	1		33	
45 " "		1		45
48 " "	1		48	
63 " "		1		63
64 " "	1	1	64	64
67 " "	1		67	
70 " "	1		70	
71 " "		1		71
393 " "		1		393
409 " "	1		409	
428 " "		1		428
434 " "	1		434	
Total	3,451	3,428	5,796	5,782

TABLE 19

GRAPH 3

SCHOOLS IN OPERATION - 1933-34

This graph to be interpreted as follows:— Number of schools operating at least 20 days is 100%; at least 40 days 99.9%; at least 60 days is 99.8%; at least 80 days is 99.7%; etc.

TABLE 20

GRAPH 4.

DIAGRAM SHOWING THE ENROLMENT AND AVERAGE ATTENDANCE IN ALBERTA SCHOOLS FROM 1905 - 34 INCL.

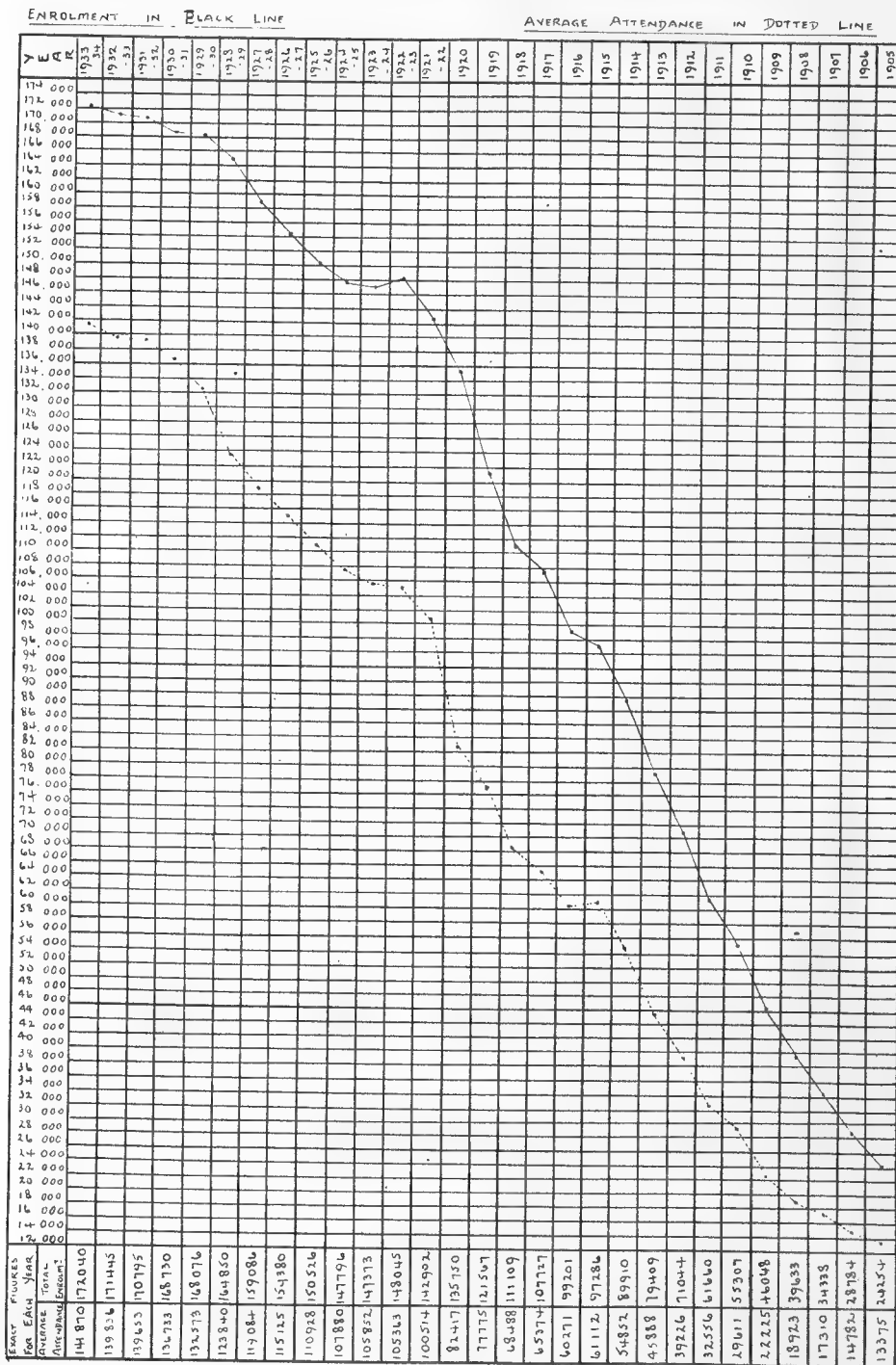


TABLE 21 — GRAPH 5

DIAGRAM SHOWING NUMBER OF PUPILS PER ROOM IN

— ALBERTA SCHOOLS FROM 1905 - 34 INCL. —

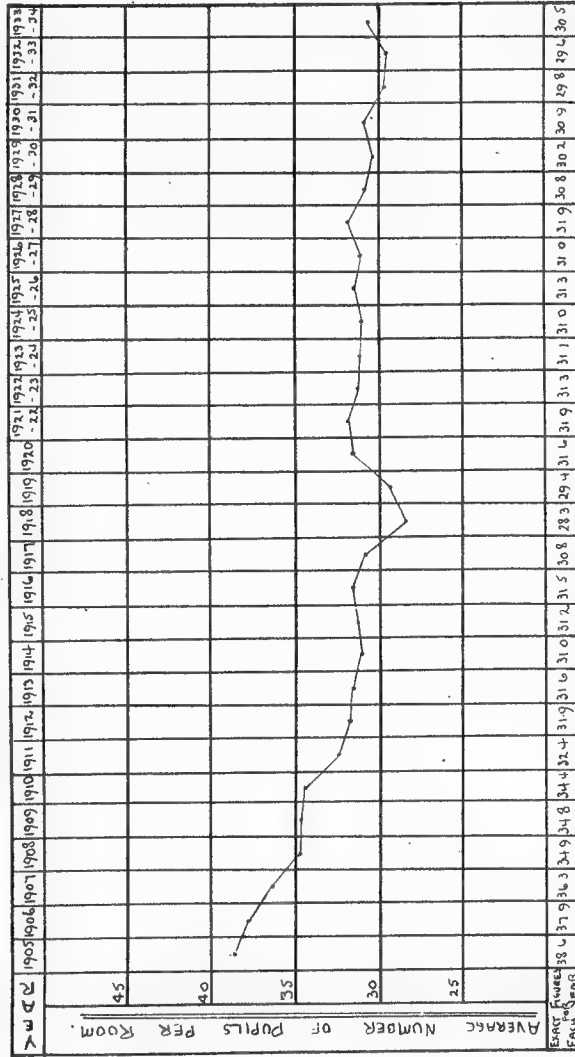


TABLE 22

	1923-24	1932-33	1933-34
1. Aggregate number of days attended during the year	19,642,394	26,680,167.50	27,589,008
2. Average number attending each day	105,852.14	139,836.33	141,869.90
3. Average monthly percentage of attendance	87.25	88.69	90.18
4. Average number of days school was open during the year	184.68	192.56	192.68
5. Average number of days pupils attended during the year	133.38	159.06	160.36
6. Average number of days lost by pupils during the year	76.62	50.94	49.64
7. Percentage proportionate of total attendance to average attendance	71.83	81.56	82.46
8. Percentage proportionate of secondary to elementary grades	10.04	20.67	21.33

The average number of days attended by pupils has increased 1.30 days from the previous year. The number of days lost by pupils is based on a school year of 210 days. City and Town schools operated less than 200 days for the most part. The actual time lost by pupils is 16.78% of the time schools were in operation.

The percentage proportionate of secondary to elementary grades has increased .9% over the previous year. The average monthly percentage of attendance has increased 1.49% over last year. Grades I to VIII are elementary and Grades IX to XII are secondary.

TABLE 23

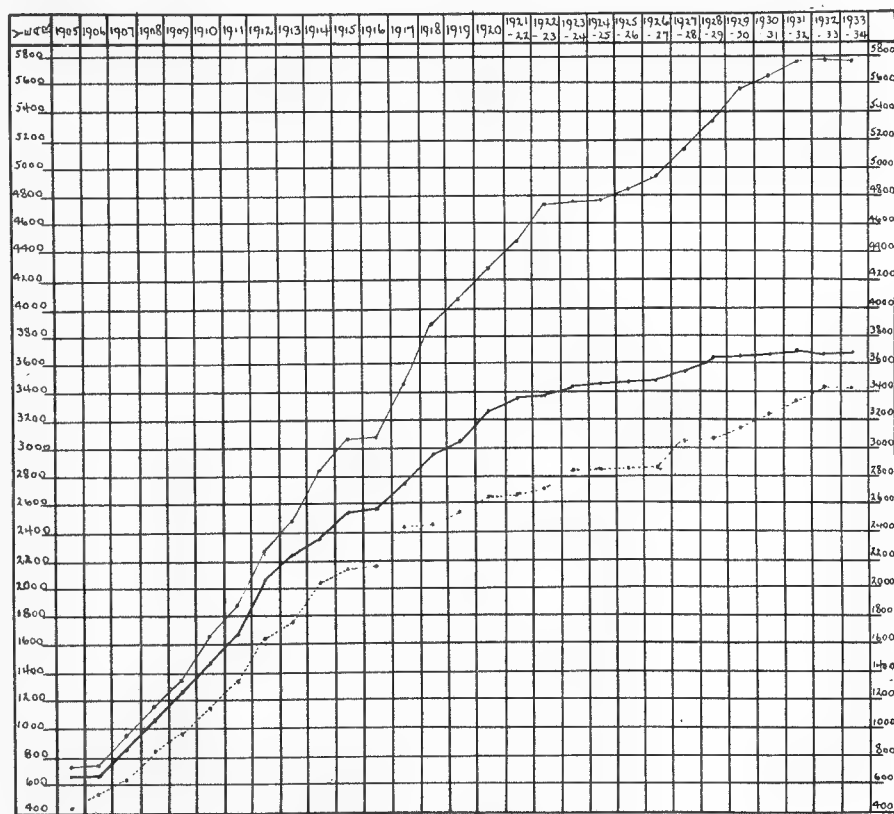
TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905 TO 1934 INCLUSIVE

Year	No. of S.D. in existence	No. of S.D. in operation	No. of rooms in operation	Percentage of S.D. in operation	Average length of school year	Average monthly percentage of attendance
1905	602	476	628	79.07	174.4	
1906	746	570	760	76.41	183.2	
1907	902	694	945	76.94	159.6	
1908	1,070	851	1,135	79.53	160.0	
1909	1,250	970	1,323	77.60	163.2	
1910	1,501	1,195	1,610	79.60	158.3	
1911	1,784	1,392	1,902	77.93	157.0	
1912	2,029	1,600	2,229	78.85	178.8	
1913	2,235	1,705	2,511	71.81	178.3	
1914	2,360	2,027	2,898	85.89	181.4	
1915	2,478	2,138	3,082	86.36	181.5	
1916	2,598	2,170	3,143	83.33	184.1	
1917	2,773	2,471	3,497	89.11	182.5	
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,796	4,128	90.02	180.2	82.51
1920	3,215	2,826	4,289	87.90	183.0	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1922-23	3,388	2,995	4,729	88.40	184.6	86.42
1923-24	3,409	3,034	4,742	89.00	184.7	87.25
1924-25	3,431	3,033	4,759	88.40	184.7	87.44
1925-26	3,463	3,041	4,803	87.91	187.6	86.56
1926-27	3,515	3,124	4,977	89.10	188.4	86.56
1927-28	3,571	3,202	5,148	89.66	184.6	87.36
1928-29	3,640	3,242	5,345	89.07	187.9	87.28
1929-30	3,720	3,314	5,558	89.13	190.2	89.35
1930-31	3,755	3,346	5,624	88.94	192.7	89.99
1931-32	3,788	3,395	5,729	89.44	195.0	90.02
1932-33	3,734	3,451	5,796	90.66	192.5	88.69
1933-34	3,766	3,428	5,782	91.03	192.7	90.18

Of the schools able to operate, the percentage in operation was 96. The total of 3,766 includes the 202 units in consolidations.

TABLE 74. GRAPH 6

DIAGRAM SHOWING NUMBER OF SCHOOL DISTRICTS IN EXISTENCE, NUMBER OF SCHOOLS OPERATING AND NUMBER OF ROOMS IN OPERATION IN ALBERTA SCHOOLS FROM 1905-34 INCL.



NUMBER OF SCHOOL DISTRICTS SHOWN THUS: ———— NUMBER OF SCHOOLS IN OPERATION SHOWN THUS: - - - - -

NUMBER OF ROOMS IN OPERATION SHOWN THUS:

TABLE 25
RECEIPTS AND DISBURSEMENTS

SUMMARY OF RECEIPTS AND DISBURSEMENTS OF SCHOOL DISTRICTS
FOR THE YEAR 1933

RECEIPTS	
Cash on hand January 1st, 1933	\$ 1,444,558.86
Proceeds from Debentures	47,015.17
Taxes collected	7,073,762.13
Government Grants	1,587,798.87
Borrowed by Notes	913,681.21
Pupils' Fees	134,488.63
Amount advanced by Treasurers	1,036.63
Received from other sources	159,405.05
	<u>\$11,361,746.55</u>
DISBURSEMENTS	
Teachers' Salaries	\$ 5,734,956.41
Officials' Salaries	284,976.90
Paid on Debentures	1,221,930.05
Paid on Notes (Renewals and Interest)	803,091.89
School Buildings and Repairs	275,242.95
School Grounds	43,645.57
School Furniture	53,279.74
Library and Reference Books	12,424.90
Apparatus and Equipment	25,232.45
Supplies and Stationery	201,099.88
Caretaking and Fuel	804,354.76
Insurance	74,180.16
Other Expenditure	494,523.73
Balance on hand December 31st, 1933	1,332,807.16
	<u>\$11,361,746.55</u>

TABLE 26

COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS OF
TOWN, VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1933

RECEIPTS	Town and Village Districts	Rural Districts
Cash on hand, January 1st, 1933	\$ 550,095.42	\$ 894,463.44
Proceeds from Debentures	40,175.79	6,839.38
Taxes Collected	4,507,492.61	2,566,269.52
Government Grants	718,676.21	869,122.66
Borrowed by Notes	820,590.49	93,090.72
Pupils' Fees	97,392.34	37,096.29
Amounts advanced by Treasurers	353.46	683.17
Other sources	87,366.10	72,038.95
	<u>\$6,822,142.42</u>	<u>\$4,539,604.13</u>
DISBURSEMENTS		
Teachers' Salaries	\$3,254,627.40	\$2,480,329.01
Officials' Salaries	147,207.29	137,769.61
Paid on Debentures	1,024,828.68	197,101.37
Paid on Notes (Renewals and Interest)	648,824.76	154,267.13
School Buildings and Repairs	160,326.32	114,916.63
School Grounds	15,244.35	28,401.22
School Furniture	19,108.81	34,170.93
Library and Reference Books	4,142.75	8,282.15
Apparatus and Equipment	15,001.31	10,231.14
Supplies, Stationery, etc.	122,333.45	78,766.43
Caretaking and Fuel	530,848.14	273,506.62
Insurance	47,197.32	26,982.84
Other Expenditure	277,824.56	216,699.17
Balance on hand December 31st, 1933	554,627.28	778,179.88
	<u>\$6,822,142.42</u>	<u>\$4,539,604.13</u>

DEPARTMENT OF EDUCATION

TABLE 27

COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF TOWN,
VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1933

ASSETS	Town and Village Districts	Rural Districts
Cash on hand December 31st, 1933	\$ 554,627.28	\$ 778,179.88
Arrears of Taxes due	3,528,878.39	4,656,477.22
Estimated Value of Land and Buildings	11,877,276.24	6,547,292.72
Estimated Value of Furniture and Apparatus	1,620,203.34	1,548,886.39
Estimated Value of School Libraries	89,704.50	278,852.50
Other Assets	866,344.22	266,359.26
	<u>\$18,537,033.97</u>	<u>\$14,076,047.97</u>
LIABILITIES		
Teachers' Salaries	\$ 52,419.45	\$ 265,720.61
Debenture Indebtedness	9,744,709.84	1,329,892.55
Outstanding Accounts	944,557.53	916,080.49
Amounts due Treasurers	378.07	544.74
Excess of Assets over Liabilities	7,794,969.08	11,563,809.58
	<u>\$18,537,033.97</u>	<u>\$14,076,047.97</u>

TABLE 28

COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF ALL
SCHOOL DISTRICTS FOR THE YEAR 1933

ASSETS	
Cash on hand, December 31st, 1933	\$ 1,332,807.16
Arrears of Taxes due	8,185,355.61
Estimated Value of Land and Buildings	18,424,568.96
Estimated Value of Furniture and Apparatus	3,169,089.73
Estimated Value of School Libraries	368,557.00
Other Assets	1,132,703.48
	<u>\$32,613,081.94</u>
LIABILITIES	
Teachers' Salaries	\$ 318,140.06
Debenture Indebtedness	11,074,602.39
Outstanding Accounts	1,860,638.02
Amounts due Treasurers	922.81
Excess of Assets over Liabilities	19,358,778.66
	<u>\$32,613,081.94</u>
Total Insurance on Property	<u>\$18,237,689.25</u>

TABLE 29
COMPARATIVE COST OF EDUCATION

	1923-24	1932-33	1933-34
IN ALL SCHOOLS:			
Cost per pupil per year according to enrolment	\$ 61.22	\$ 59.96	\$ 55.03
Cost per pupil per year according to average attendance	83.74	73.66	66.80
Average cost per pupil for each day in attendance	.455	.377	.337
IN UNGRADED SCHOOLS:			
Cost per pupil per year according to enrolment	52.56	49.63	43.73
Cost per pupil per year according to average attendance	80.28	64.96	56.41
Average cost per pupil for each day in attendance	.451	.337	.293
IN GRADED SCHOOLS:			
Cost per pupil per year according to enrolment	66.58	66.65	62.35
Cost per pupil per year according to average attendance	86.23	78.75	72.91
Average cost per pupil for each day in attendance	.442	.382	.371
IN TOWN AND VILLAGE SCHOOLS:			
Cost per pupil per year according to enrolment	53.14	52.97	50.36
Cost per pupil per year according to average attendance	73.55	62.66	59.13
Average cost per pupil for each day in attendance	.420	.317	.301
IN CITY SCHOOLS:			
Cost per pupil per year according to enrolment	80.46	84.38	77.81
Cost per pupil per year according to average attendance	97.97	97.04	88.35
Average cost per pupil for each day in attendance	.505	.496	.456
IN CONSOLIDATED SCHOOLS:			
Cost per pupil per year according to enrolment		74.29	70.68
Cost per pupil per year according to average attendance		88.86	84.38
Average cost per pupil for each day in attendance		.467	.428
IN RURAL HIGH SCHOOLS:			
Cost per pupil per year according to enrolment		73.73	73.60
Cost per pupil per year according to average attendance		92.37	91.31
Average cost per pupil for each day in attendance		.465	.463

DEPARTMENT OF EDUCATION

TABLE 30

TABLE SHOWING TOTAL DISBURSEMENTS, ACTUAL COST OF OPERATION, AND COST PER PUPIL BASED ON ENROLMENT AND ON AVERAGE ATTENDANCE

Year	Total Disbursement	Actual Cost of Operation	Average Cost per Pupil Based on Enrolment	Actual Cost per Pupil Based on Average Attendance
1905	\$ 477,906.28			
1906	422,006.25			
1907	1,793,952.86			
1908	2,393,681.25			
1909	2,735,858.20			
1910	3,362,393.33			
1911	5,025,773.48			
1912	6,667,281.81			
1913	8,684,186.04	\$ 3,211,542.71	40.29	69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,469.42	4,028,592.61	44.69	71.16
1916	6,121,614.26	4,321,020.74	44.09	72.53
1917	6,595,562.01	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,528.59	6,430,231.41	52.89	85.99
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.34	60.28	84.70
1923-24	11,863,566.60	8,362,506.00	61.22	83.74
1924-25	11,458,506.36	8,760,197.00	59.27	81.20
1925-26	10,826,790.28	8,764,479.00	59.12	80.49
1926-27	11,280,112.44	9,137,429.00	59.18	79.37
1927-28	11,707,988.40	9,466,675.00	59.50	79.49
1928-29	13,036,865.26	10,086,501.00	61.18	81.66
1929-30	14,396,549.42	10,697,549.00	63.61	80.69
1930-31	14,050,523.50	11,017,869.00	65.24	80.58
1931-32	12,122,345.98	10,522,137.00	61.61	75.35
1932-33	11,495,119.68	10,134,592.00	59.96	73.66
1933-34	10,028,939.39	9,295,551.00	55.03	66.80

TABLE 31

TEACHERS' SALARIES, 1933-34, IN ALL SCHOOLS

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
Academic, High School and First Male	936	\$3,900.00	\$ 400.00	\$1,377.86
Academic, High School and First Female	1,629	3,200.00	400.00	996.55
Second Male	801	2,904.00	400.00	909.13
Second Female	2,438	3,200.00	400.00	872.12
Third Male	13	900.00	500.00	701.54
Third Female	29	1,200.00	400.00	682.41
Vocational and Special Male	48	3,600.00	1,400.00	2,387.85
Vocational and Special Female	18	2,950.00	1,350.00	1,906.78

TABLE 32

AVERAGE SALARY OF TEACHERS

	No. of Teachers, 1933-34	Salaries, 1923-24	Salaries, 1933-34
Average salary per year paid in rural schools	3,587	\$1,046.17	\$ 738.29
Average salary per year paid in town schools	1,571	1,530.13	1,617.44
Average salary per year paid in village schools	336	1,233.12	977.80
Average salary per year paid in separate schools	171	1,110.56	1,070.21
Average salary per year paid in consolidated and rural high schools	247	1,238.08	988.93
Average salary per year paid in all schools	5,912	1,186.95	1,005.64
Average salary per year paid in urban schools	2,325		1,418.06

TABLE 33
STATEMENT SHOWING ENROLLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906-34 INCLUSIVE

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Total Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.73	\$ 386,107.99	924	742	144	\$ 996,706.28	\$ 10,384.49	\$ 607,678.45
1907	18,344	17,994	8,108.25	9,292.51	497,745.78	1,210	898	156	1,946,889.26	16,490.25	1,486,273.67
1908	19,599	20,054	10,104.32	8,819.44	592,222.64	1,468	1,066	168	2,553,860.43	22,879.20	1,125,362.70
1909	23,865	22,863	12,498.87	9,826.17	738,815.51	1,815	1,243	179	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,577.58	14,033.87	908,045.12	2,217	1,496	251	4,643,612.94	39,302.70	2,941,474.48
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,651	1,778	282	7,371,639.52	50,950.28	4,078,812.02
1912	36,399	34,645	19,513.65	19,712.95	1,411,200.65	3,054	2,019	241	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.56	1,672,525.93	3,298	2,236	217	12,110,978.06	76,468.38	5,359,211.04
1914	46,550	43,360	26,030.33	28,552.69	2,050,697.01	3,978	2,360	124	13,442,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,963.69	4,218	2,489	129	13,834,839.12	111,839.97	6,836,241.52
1916	47,987	51,223	27,082.80	34,677.23	2,421,404.48	4,607	2,624	135	14,165,097.25	134,387.70	8,452,140.36
1917	54,182	53,545	30,697.64	33,188.59	2,620,085.54	5,133	2,773	149	14,863,976.33	150,690.62	9,069,982.43
1918	48,800	62,229	28,961.28	39,527.37	2,860,351.67	5,652	2,964	191	15,892,920.05	224,971.07	9,990,849.44
1919	53,238	68,329	31,334.04	43,441.56	3,560,317.58	4,902	3,106	142	16,824,719.25	252,691.19	11,573,173.18
1920	59,886	75,864	34,935.05	47,481.63	4,371,508.02	5,014	3,215	109	18,055,485.21	301,364.86	12,558,363.17
1921	*56,361	*67,967	*39,122.17	*50,179.18	5,213,011.25	5,320	3,301	86	18,442,012.68	331,581.11	13,294,175.25
1921-22	66,211	76,691	41,892.60	58,621.94	5,428,826.20	5,787	3,388	73	18,068,293.17	337,289.08	14,580,843.29
1922-23	67,730	80,315	44,110.73	61,253.16	5,411,486.95	5,669	3,388	27	18,379,211.58	364,403.00	15,415,937.14
1923-24	67,455	79,918	44,138.26	61,713.88	5,443,247.53	5,727	3,409	24	18,651,314.66	366,113.20	17,270,654.21
1924-25	68,175	79,621	44,709.80	63,170.36	5,477,156.27	4,864	3,431	22	19,028,647.66	363,982.03	17,135,184.00
1925-26	68,971	81,555	46,009.79	64,918.03	5,640,218.58	5,135	3,463	50	19,692,644.57	369,992.98	17,982,511.66
1926-27	73,942	80,438	49,826.69	65,298.09	5,899,839.00	5,380	3,515	59	20,957,119.68	379,106.19	18,618,336.17
1927-28	76,081	83,005	51,470.05	67,613.96	6,243,085.22	5,815	3,571	55	22,399,686.67	381,024.94	19,606,227.19
1928-29	77,665	87,185	53,803.64	69,676.29	6,586,973.98	5,827	3,640	75	22,599,361.43	377,499.52	20,850,105.71
1929-30	79,335	88,741	57,809.26	74,763.75	6,847,412.54	5,705	3,720	81	23,251,971.83	381,971.83	21,676,640.17
1930-31	80,116	88,614	61,668.27	75,466.72	6,741,826.03	5,844	3,755	40	23,251,971.83	381,971.83	21,676,640.17
1931-32	81,438	89,357	62,769.84	76,883.34	6,406,996.78	5,760	3,788	35	19,095,491.88	378,338.70	18,811,741.41
1932-33	83,384	88,061	64,210.35	75,695.98	5,734,956.41	6,050	3,734	20	18,424,568.96	368,557.00	19,358,778.66
1933-34	84,793	87,247	66,299.76	75,570.14		5,912	3,766	33			

*For the June term only.

The value of School Buildings and Grounds, School Libraries, Excess of Assets, etc., are for the calendar year.

DEPARTMENT OF EDUCATION

TABLE 34

SCHOOL DISTRICTS ESTABLISHED DURING 1934

Name	No.	Date of Establishment	Twp.	Rge.	Mer.	Trustee
Helina	4629	Jan. 5th	63-64	10-11	4	D. Onciul
Matthew's Crossing	4630	Mar. 13th	54	6-7	5	J. E. Welwood
Society	4631	Mar. 13th	45-46	3	5	J. E. Thrasher
Chisholm	4632	Apr. 18th	68	1-2	5	H. B. Trout (O.T.)
Kiehlbauch	4633	May 15th	52-53	13-14	5	J. Kiehlbauch
Lefebvre	4634	May 30th	76-77	22	5	Geo. L. Wilson(O.T.)
Grayling Creek	4635	June 20th	86	25	5	Edgar Burn
Smoky Creek	4636	June 20th	71	26	4	J. C. Chapman
Onion Creek	4637	June 28th	48-49	5-6	5	P. Mattson
Bear Trap	4638	June 28th	60	4	4	J. W. Murray
Darwin	4639	June 28th	71-72	1	6	A. J. McLarty
Mountain Springs	4640	June 28th	72-73	26-1	5-6	Frank Stevenson
Harmon Valley	4641	July 4th	81-82	19	5	C. F. Nousek
Coal Valley Mining	4642	July 31st	47	19-20	5	M. M. O'Brien(O.T.)
Lake Centre	4643	Aug. 14th	48	27	4	Mrs. E. T. Monaghan
Kildonan	4644	Aug. 14th	60	13-14	4	K. G. Benson
Burntlee	4645	Aug. 21st	83-84	1-2	6	Charles H. Davis
Brockville	4646	Sept. 7th	48-49	6-7	4	Ivar Larsen
New Vienna	4647	Sept. 21st	55-56	18-19	4	William Knobloch
Lea Park	4648	Oct. 6th	53-54	2-3	4	E. Klinkner
Hillcrest Creek	4649	Oct. 6th	53-54	2-3	5	Alex. Hay
Brier Lake	4650	Oct. 22nd	62	18-19	4	A.C. Sanborn
Blue Ridge	4651	Oct. 22nd	59-60	9-10	5	H. B. Trout (O.T.)
Spruce Valley	4652	Nov. 5th	68	18-19	4	Nick Homeniuk
Corbett Creek	4653	Nov. 15th	61	8-9	5	Mrs. F. Johnston
Holyoke	4654	Nov. 20th	59-60	4-5	4	C. Boutet
Driftpile	4655	Nov. 20th	72-73	12	5	Geo. P. Reeves
Wayetenau	4656	Nov. 20th	61-62	13	4	Victor Thorp
Deadwood	4657	Nov. 20th	89-90	22-23	5	Charles E. Lay
Blue Jay	4658	Dec. 7th	67-68	17	4	L. Ilnicki
Millmer	4659	Dec. 8th	2	21	4	A. R. Gibson (O.T.)
Four Mile Creek	4660	Dec. 8th	77-78	25-26	5	L. Pratt
Hayfield	4661	Dec. 8th	71	11	6	Wm. H. Gillard

SCHOOL DISTRICTS DISORGANIZED DURING 1934

Name	No.	Date of Dissolution	Twp.	Rge.	Mer.
River Valley	2452	June 28th (From and after June 20th, 1934)	10	16-17	4

TABLE 35

REPORT OF PRIVATE SCHOOLS, ELEMENTARY AND SECONDARY, FOR THE SCHOLASTIC YEAR ENDING JUNE 30th, 1934

Number of Colleges Reporting—41

	Male	Female	Total
No. of Teachers in Residence	64	85	149
No. of Teachers not in Residence	24	23	47
No. of Pupils in Residence	920	580	1,500
No. of Pupils not in Residence	596	1,020	1,616
No. of Pupils also enrolled in publicly controlled schools	62	158	220
No. of Pupils doing work of Elementary Grades	748	768	1,516
No. of Pupils doing work of Secondary Grades	512	504	1,016
No. of Pupils doing Special Work only	240	344	584
Total Enrolment		3,116	
Average Attendance		2,715.4	
Average number of days School operated		189.56	
Length of Course in years		4 to 14 years	
Schools under control of:			
(a) Church		17	
Corporation		6	
Society		1	
Private Individuals		17	
(b) Religious Denominations		27	
Non-Sectarian		14	

TABLE 36
PRIVATE SCHOOLS
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY
ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1934
(July 1st, 1933, to June 30th, 1934)

Grade	Sex	5 yrs. and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	*Totals
Grade I	Boys	21	40	43	8	7	4	3	3	2	2	2	1						131
Grade II	Girls	17	42	45	7	3	2	2	5	3	2	1							125-256
Grade III	Boys		25	25	33	16	11	5	5	3	1	2	1						108
Grade III	Girls		7	30	36	14	9	6	5	2	1	2							110-218
Grade IV	Boys		5	8	19	36	23	12	6	4	3	3	1						115
Grade IV	Girls			7	19	34	18	18	5	2	5	3	1	4	4				107-222
Grade V	Boys				5	17	28	18	11	8	5	5	2		1				96
Grade V	Girls				5	20	27	16	6	5	5	2	2	1					92-188
Grade VI	Boys					6	16	21	20	9	5	2	2	1					82
Grade VI	Girls					6	20	24	20	8	6	3	3	1					88-170
Grade VII	Boys					4	4	14	24	18	7	5	4	2	1				78
Grade VII	Girls					5	5	18	28	16	6	4	4	2	2				86-164
Grade VIII	Boys							2	12	20	16	10	3	2		1			65
Grade VIII	Girls							4	15	23	10	10	4	1	2	1			76-141
Grade IX	Boys								4	13	18	18	9	4	3	2			73
Grade IX	Girls								6	17	24	19	8	4	2	2			84-157
Grade X	Boys								1	15	40	58	47	31	14	5	1		224
Grade X	Girls								1	18	51	65	49	28	12	8	8		252-476
Grade XI	Boys									1	10	37	49	38	21	10	10	10	197
Grade XI	Girls										14	41	62	44	25	16	12	12	227-424
Grade XII	Boys											12	32	43	38	16	11	26	178
Grade XII	Girls											15	38	54	36	18	10	24	195-373
Grade XII	Boys											1	14	26	39	32	17	24	153
Grade XII	Girls											1	18	36	46	43	15	15	174-327
Totals by Sex	Boys	21	47	76	68	82	86	75	86	92	106	148	160	147	116	70	43	77	1500
Totals by Sex	Girls	17	47	82	67	77	81	78	89	94	128	170	187	174	126	91	46	62	1616
*Grand Totals		38	94	158	135	159	167	153	175	186	234	318	347	321	242	161	89	139	3116

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